

Comprehensive Guide to the Annual Performance Report for Educator Preparation Programs



2021 Version



The Missouri Standards for the Preparation of Educators (MoSPE) outline the expectations for programs that prepare educators for certification in Missouri. In order to ensure that programs meet these expectations, the Department of Elementary and Secondary Education (DESE) established an Annual Performance Report for Educator Preparation Programs (APR-EPP) to measure the performance of educator preparation programs (EPPs) in valid, accurate and meaningful ways. The APR-EPP is based on the MoSPE performance standards and provides a mechanism by which to review and approve EPPs at the certification program level. Information provided through these reports assists in recognizing high-performing programs as models of excellence based on a set of indicators. Likewise, the reports facilitate identification of programs in need of improvement so they can receive appropriate support.

MoSPE represents the work of hundreds of educators from PK-12 through higher education. Numerous refinements and revisions were made to a version originally approved by the State Board of Education in November 2012. The standards were revised and Board-approved once again in 2020, and the current version became effective in October 2020. These standards guide Missouri's continuous improvement efforts as we work together to reach our goal of preparing, developing and supporting effective educators. DESE expresses its appreciation to all who continue to contribute to the process.

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OVERVIEW OF TEACHER EDUCATOR PREPARATION PROGRAM (EPP) APPROVAL

The Board is charged with the approval of EPPs and their individual certification programs. Approval is based on Missouri Standards for the Preparation of Educators (MoSPE), which was approved by the Board in November 2012 and revised in October 2020. There are two types of approval: initial and continuing.

Initial Approval

EPPs that have not been approved by the Board must undergo the initial approval process before they are able to recommend preparation program candidates for educator certification in Missouri.

EPPs must provide evidence indicating the program meets MoSPE requirements. The Board provides initial approval once the proposed EPP and certification programs provide the evidence.

The following information and commitments are documented in the application materials submitted to the Board by EPPs seeking initial approval:

- Evidence that valid and reliable assessments, comparable in scope and purpose to those developed under the state plan, will be used to measure the growth and development of candidates
- A listing of the certification programs seeking approval
- An outline of the coursework, competencies and/or experiences designed to prepare educators in each one of the certification areas
- A commitment to host an on-site review that includes opportunities to visit with students, faculty and partners
- Timelines for the approval by the Board, recruitment of students, and the anticipated date of their first program completers

Continuing Accreditation

All certification programs approved by DESE earn continuing accreditation on an annual basis. The Annual Performance Report for Educator Preparation Programs (APR-EPP) is generated by DESE each year from performance data collected to determine whether an individual certification program continues to meet state standards. The structure of the report is based on the nine Missouri Teachers Standards.

The following designations are used to accredit certification programs:

- 1. Accredited: Certification programs that meet all of the standards for the preparation of educators are accredited and may continue to recommend candidates for certification.
- **2. Provisionally Accredited:** Certification areas are issued a status of Provisional Accreditation based on points earned on at least two of the qualifying standards. The Provisional Accreditation classification does not require action by the Board, and the EPP retains the ability to continue to recommend candidates in those certification areas.
- **3.** Unaccredited: DESE makes recommendations to the Board for specific actions. A provisionally accredited program that earns fewer than 70 percent of the points possible in two consecutive years is reviewed by the Board. If the Board finds that the program is making sufficient progress, it may designate the program as Provisionally Accredited for a one-year period. If the Board determines that the program is not making sufficient progress toward achieving full-accredited status, it may declare the program unaccredited. An unaccredited program may not recommend preparation program candidates for certification.

SCORING GUIDE FOR THE ANNUAL PERFORMANCE REPORT FOR EDUCATOR PREPARATION PROGRAMS

The overall goal of MoSPE is to ensure that all EPPs produce effective teachers. To measure how well programs are performing relative to the standards, DESE produces an Annual Performance Report for each EPP with data from each certification program. In order to retain accreditation, certification programs must meet designated benchmarks for each applicable indicator.

Methodology

Each performance indicator by standard included in the APR-EPP is built from data collected on completers during the 2020-21 academic year. Certification candidates are identified based on the data submitted by EPPs. Each academic year includes the fall, winter, spring and summer semesters, consecutively. Therefore, data for the 2021 APR-EPP is collected from September 1, 2020 through August 31, 2021.

Data is provided at the individual certification program level. The list of certification programs is included in appendix A. Reports are generated by certification program for the purpose of continuous improvement.

Cell Size Considerations for Individual Performance Indicators

Each certification program must have at least 10 certification candidates, cumulative, over the past five years in order to generate an APR. This method results in pooled averages for each applicable indicator. "Pooling" means that all the data points collected over the five-year period are accumulated, and a single aggregate is computed from those data points. In 2021, the APR is based on three years of data.

EPPs securely receive individual certification program reports for planning purposes, regardless of cell size. The report is provided for the purposes of continuous improvement and is not used as a basis for making accountability decisions if the number of certification candidates is fewer than 10.

Similar rules are applied to accountability indicators. EPPs are held responsible for those indicators meeting cell size requirements. The following list identifies data collected for the indicators to make these determinations:

- **Program completer** refers to a person who has met all the requirements of a state-approved educator preparation program as indicated by the required documentation. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as criterion for determining who is a program completer. Completers include any student who has completed a program of study to become a teacher, librarian, student services provider (e.g. school counselor), or school leader (e.g. principal)
- Certification candidate refers to an individual who has completed the requirements for a degree program leading to certification and/or a certification-only program, including the passage of the Missouri Content Assessment (MoCA), Grade Point Average (GPA), and performance assessment(s). The certification candidate must be eligible to be recommended by the educator preparation program for certification
- Certificated candidate refers to a certification candidate that has received Missouri certification
- Reported GPA includes GPA data collected on program completers that met the GPA requirements for degree completion. Content programs (e.g., Mathematics 9-12 or Chemistry 9-12) and professional programs have a GPA reporting requirement. The 2021 APR-EPP uses the cumulative grade point average for Early Childhood Education B-3, Elementary Education 1-6, Mild/Moderate Cross-Categorical Education K-12, and Early Childhood Special Education B-3. A full list of programs with GPA reporting requirements is included in appendix B
- Cooperating Teacher (CT) Missouri Educator Evaluation System (MEES) Rating
- University Supervisor (US) Missouri Educator Evaluation System (MEES) Rating
- Missouri Pre-Service Teacher Assessment (MoPTA) is used to identify 2018 certification candidates
- **First-Year Teachers' Self-Reported Overall Preparation** includes the number of survey respondents of certificated individuals recorded either during the year of completion or subsequent to the year of completion
- Principals' and/or Supervisors' Perceptions of First-Year Teachers' Overall Preparation includes the number of questionnaires submitted by principals and/or supervisors of first-year teachers, tied to a certificated individual that were recorded either during the first year of completion or subsequent to the year of completion

In each of these cases, accountability requires 10 certification candidates over a five-year period.

Missouri Educator Evaluation System (MEES)

EPPs must report a summative score per MEES indicator based on the following conditions:

- Traditional (TD)
 - Cooperative Teacher (CT)
 - Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9
 - Score range between 0 4 (#. #)
 - University Supervisor (US)
 - Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9
 - Score range between 0 4 (#. #)
- Non-Traditional (NT)
 - Cooperative Teacher (CT)

- Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9
- Score range between 0 4 (#. #)
- University Supervisor (US)
 - Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9
 - Score range between 0 4 (#. #)
- Associate of Arts in Teaching (AT)
 - Cooperative Teacher (CT)
 - Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9
 - Score is NA
 - University Supervisor (US)
 - Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9
 - Score is NA

Survey Participation Rate

Participation rates are calculated for indicators derived from first-year teacher survey data. In order for a certification program within an EPP to be held accountable for these indicators, a participation rate of 40 percent or greater is necessary.

The participation rate for the First-Year Teachers' Overall Preparation indicator is calculated as x/y, where:

- x = number of certificated candidates that received and completed the survey; and
- y = number of certificated candidates that received a survey.

Similarly, the participation rate for the Principals' and/or Supervisors' perceptions of First-Year Teachers' Overall Preparation indicator is calculated as x/y, where:

- x = number of principals or supervisors that received and completed the survey in a Missouri public school; and
- y = number of principals and/or supervisors of certificated candidates that received a survey.

Accreditation Designations

The Accreditation Designation for individual certification programs is determined by points assigned to each of the nine Missouri Teaching Standards in the 2021 APR-EPP:

- Teacher Standard 1: Content Knowledge (90 points possible)
- Teacher Standard 2: Student Learning and Development (20 points possible)
- Teacher Standard 3: Curriculum Implementation (20 points possible)
- Teacher Standard 4: Critical Thinking (20 points possible)
- Teacher Standard 5: Classroom Environment (20 points possible)
- Teacher Standard 6: Effective Communication (20 points possible)
- Teacher Standard 7: Assessment and Data Analysis (20 points possible)
- Teacher Standard 8: Professionalism (20 points possible)
- Teacher Standard 9: Professional Collaboration (20 points possible)

Total Number of Points Possible = 250

Accreditation Designation	Percentage of Points Earned
Accredited	70.00% to 100.00%
Provisionally Accredited	60.00% to 69.99%
Unaccredited	≤ 59.99%

A certification program must have sufficient data for analysis to earn an Accreditation Designation. The points earned are divided by the points possible for each standard to determine a percentage of points earned. Then the percentage of points earned is multiplied by a weighted percent to obtain a weighted score. The weighted scores are totaled and assigned an Accreditation Designation based on the Accreditation Designation table above.

Weighted Percentage

,	vergnieu i ereentage						
						Total	
						Points	% of
	Standards	MoCA	GPA	MEES	Surveys	Earned	Whole

1: Content Knowledge	50	20	10	5	5	90	22
2: Student Learning & Development			10	5	5	20	17
3: Curriculum Implementation			10	5	5	20	15
4: Critical Thinking			10	5	5	20	5
5: Positive Classroom Environment			10	5	5	20	15
6: Effective Communication			10	5	5	20	3
7: Student Assessment & Data Analysis			10	5	5	20	17
8: Professionalism			10	5	5	20	3
9: Professional Collaboration			10	5	5	20	3
Total Points	50	20	90	45	45	250	100%

CALCULATING THE APR-EPP

The following pages explain how to calculate each of the standards. DESE works with a contracted vendor to collect data for the certification assessments, performance assessments and surveys. All performance data are reported to the nearest hundredth.

Overview of Calculations

The APR-EPP 2021 is based on **certification candidates**. A certification candidate refers to an individual who has completed the requirements for a degree program leading to certification and/or a certification-only program, including the passage of the statewide content, GPA and performance assessment(s). The certification candidate must be eligible to be recommended by the educator preparation program for certification.

Business Logic	Evaluation System (MEES possible then multiplied by	alculations include information from the Missouri Content Assessment (MoCA), GPA, Missouri Educator valuation System (MEES) and surveys. Points from each indicator are totaled and divided by the total points ossible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.				
Indicator	regardless of when the sco Certification candidate Scores are based on th EPP certification prog- candidates for five year	re was earned. e scores are reported when the average of best attempt(s) rams receive points as noted	per SSN per certification program. below based on the average from th			
Definition			s, and tools of inquiry of the discipli matter meaningful and engaging for			
Special Notes	 Elementary: Lang Social Studies (Te Students in Mild/Modo Mild/Moderate Cr MoCA for Certificati located in appendix A MoCA average range 	uage Arts (Test Code 007), I est Codes 010) derate Cross-Categorical K oss-Categorical Special Edu on Areas 4, 5, and 6 are in	dividual tests (Certification Area the requirements for a certification	ce (Test Code 009) and A information can be		
Scoring Guide	_		-	1		
			CA			
		Average Range	Points			
		250.0 + 245.0 - 249.9	50.0 47.5			
		240.0 – 244.9	45.0			
		235.0 – 239.9	42.5			
		230.0 - 234.0	40.0			

MoCA				
Average Range	Points			
250.0 +	50.0			
245.0 - 249.9	47.5			
240.0 - 244.9	45.0			
235.0 - 239.9	42.5			
230.0 - 234.9	40.0			
225.0 - 229.9	37.5			
220.0 - 224.9	35.0			

Business Logic	Calculations include information from the MoCA, GPA, MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.					
Indicator	GPA The reported GPA of certification candidates is used. The GPA reported for the 2021 APR-EPP includes cumulative average GPA for Early Childhood Education, Elementary Education, Early Childhood Special Education, Mild/Moderate Cross-Categorical and all Alternative Certification Areas. • Certification candidate scores are reported when the "n" size is 10 or more. • EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2018. • Scores are based on all available years in the APR-EPP starting with 2018.					
Definition		nds the central concepts, structure that make these aspects of subjections.				
Special Notes		uspended, and no data collected nge is not below 2.75 due to the	•	on candidate.		
Scoring Guide						
			Average (GPA)			
		Average Range	Points			
		3.60 +	20.00			
		3.40 – 3.59	19.25			
		3.20 – 3.39	18.50			
		$\frac{3.00 - 3.19}{2.75 - 2.99}$	17.75 17.00			

Business Logic	Calculations include information from the .MoCA GPA, MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.				
Indicator	 Certification candid MEES Standard 1 fi For each certification. The average surcertification candetermines poin 	ate scores are reported when rom the data submission is us cation candidate, the CT and mmative scores for certification didates to obtain an average ats received on the scoring gu	ed in the calculation. the US summative scores are added to on candidates are added and divided score for each EPP Certification Area	ogether and divided by	
Definition			es, and tools of inquiry of the discipl of matter meaningful and engaging for		
Special Notes	2020 APR was susp	ended, and no data collected	, due to COVID-19 impacts.		
Scoring Guide		Performs	ance Assessments	1	
		Average Range	Points	1	
		2.50 ±	10		
		2.50 + 2.25 - 2.49	9		
		2.25 – 2.49	9		
		2.25 - 2.49 2.00 - 2.24	9 8		
		2.25 – 2.49	9		
		2.25 - 2.49 2.00 - 2.24 1.75 - 1.99	9 8 7		
		2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 1.50 - 1.74	9 8 7 6		

Business Logic	Calculations include information from the MoCA, GPA, MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.				
Indicator	Teacher Survey responses from averaged and assigns standard. In order to be responsed in the participal of the particip	the Office of Social and Economises. In the Office of Social and Economises. In the First-Year Teacher Surved a score by each standard. Surveys must be return pation rate must be at least 40 he average of all First-Year Teacher average of all First-Year Teacher Elated to Standard 1 on the surveys he EPP certification program. In the First-Year Teacher Supervisor ores for the First-Year Teacher eted. The average score determores for the First-Year Teacher eyes completed. The average servers are supervisor or the First-Year Teacher eyes completed. The average servers are supervisor or the First-Year Teacher eyes completed. The average servers are supervisor to the First-Year Teacher eyes completed. The average servers are supervisor to the First-Year Teacher eyes completed. The average servers are supervisor to the first-Year Teacher eyes completed. The average servers are supervisor to the first-Year Teacher eyes completed. The average servers are supervisor to the first-Year Teacher eyes completed. The average servers are supervisor to the first-Year Teacher eyes completed. The average servers are supervisor to the first-Year Teacher eyes completed. The average servers are supervisor to the first-Year Teacher eyes completed. The average servers are supervisor to the first-Year Teacher eyes completed.	percent. eacher Survey responses related eacher Supervisor Survey responses are totaled and divided by plumn for First-Year Teacher S or Survey responses. The responses are added and divident exponses are added and first-Year Ton the summary page.	I to Standard 1. In the number of responses and a led by the number of surveys led and divided by the number d.	
Definition			s, and tools of inquiry of the di t matter meaningful and engagi		
Special Notes	2020 APR was susp	ended, and no data collected,	due to COVID-19 impacts.		
Scoring Guide		First '	Year Survey		
		Average Range	Points		
		4.0 – 5.0	5		
		3.0 – 3.9	4		
		2.0 – 2.9	3		
		0.0 – 1.9	0		

Teacher Program Standard 2: Student Learning and Development

Business Logic	Calculations include information from MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.				
Indicator	 Certification candid MEES Standard 2 fi For each certification. The average surcertification candetermines point 	ate scores are reported when rom the data submission is us cation candidate, the CT and mmative scores for certificatin didates to obtain an average ats received on the scoring gu	ed in the calculation. the US summative scores are add on candidates are added and divid score for each EPP Certification	ed together and divided by	
Definition			es, and tools of inquiry of the dis ct matter meaningful and engagin		
Special Notes	• 2020 APR was susp	ended, and no data collected	, due to COVID-19 impacts.		
Scoring Guide		Parform	nnce Assessments		
		Average Range	Points		
		2.50 +	10		
		2.25 – 2.49	9		
		2.00 – 2.24	8		
		1.75 – 1.99	7		
		1.50 – 1.74	6		
		1.25 – 1.49	5		
		1.00 – 1.24	4		
0.00 - 0.99					

Teacher Program Standard 2: Student Learning and Development

Business Logic	Calculations include information from MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.				
Indicator	Survey responses from averaged and assignment assignment as a signment as a signment and assignment as a signment	the OSEDA to gather the First om the First-Year Teacher Sured a score by each standard. Exported of 10 surveys must be return pation rate must be at least 40 the average of all First-Year The average of all First-Year Telated to Standard 1 on the sure the EPP certification program. For the properties of the First-Year Teacher Supervisor Surveyores for the First-Year Teacher ores for the First-Year Teacher or the First-Year Teache	percent. eacher Survey responses relate eacher Supervisor Survey resp veys are totaled and divided by column for First-Year Teacher Sy responses. er responses are added and divi mines points received. er Supervisor responses are added ex Supervisor responses are added ex core determines points receive cher responses and First-Year on the summary page.	er Supervisor Survey are atte points associated with the ed to Standard 2. conses related to Standard 2. The number of responses and a column ded by the number of surveys ded and divided by the number ed.	
Definition			es, and tools of inquiry of the contract matter meaningful and engage		
Special Notes	2020 APR was suspi	ended, and no data collected	due to COVID-19 impacts.		
Scoring Guide		E4	V C		
			Year Survey Points		
		Average Range 4.0 – 5.0	5		
		3.0 – 3.9	4		
		2.0 – 2.9	3		
		0.0 - 1.9	0		

Teacher Program Standard 3: Curriculum Implementation

Business Logic	Calculations include information from MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.					
Indicator	 Certification candid MEES Standard 3 from two. The average sure certification can determines point 	ate scores are reported when rom the data submission is us cation candidate, the CT and mmative scores for certification didates to obtain an average ats on the scoring guide.		together and divided by		
Definition	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.					
	learning experiences that	t make these aspects of subject	ct matter meaningful and engaging for	or all students.		
Special Notes		t make these aspects of subjected		or all students.		
Special Notes Scoring Guide		ended, and no data collected	l, due to COVID-19 impacts.	or all students.		
-		ended, and no data collected Performa	d, due to COVID-19 impacts.	or all students.		
-		ended, and no data collected Performa Average Range	nnce Assessments Points	or all students.		
-		Performa Average Range 2.50 +	nnce Assessments Points 10	or all students.		
-		Performa Average Range 2.50 + 2.25 - 2.49	nnce Assessments Points 10 9	or all students.		
-		Performa Average Range 2.50 +	nnce Assessments Points 10	or all students.		
-		Performa Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24	nnce Assessments Points 10 9 8	or all students.		
-		Performa Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99	nnce Assessments Points 10 9 8 7	or all students.		
-		Performa Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 1.50 - 1.74	nnce Assessments Points 10 9 8 7 6	or all students.		

Teacher Program Standard 3: Curriculum Implementation

Indicator	 Survey responses fro 	the OSEDA to gather the First-	V T 1 C	
	standard. In order to be repaired in the particip of Indicator #1 is the Indicator #2 is the Indicator #3 is the Indicator #4	ported a of 10 surveys must be returned at a teast 40 per average of all First-Year Teacher Supervisor Survey reports for the First-Year Teacher Survey reports for	y and the First-Year Teacher vey items are used to gener year. AND recent. The Survey responses related the Supervisor Survey responses are totaled and divided by the summary responses are added and divides points received. Supervisor responses are added to the summary page.	ate points associated with the ate points associated with the ate points associated with the ate to Standard 3. Onses related to Standard 3. On the number of responses Survey responses and a column ated by the number of surveys ated and divided by the number ed.
Definition		the central concepts, structures, make these aspects of subject m		
Special Notes	2020 APR was susper	ended, and no data collected, du	ue to COVID-19 impacts.	
Scoring Guide	-	TC*4 N/.	C. C.	
		Average Range	ar Survey Points	
		4.0 – 5.0	5	
		3.0 – 3.9	4	
		2.0 – 2.9	3	
		0.0 – 1.9	0	

Teacher Program Standard 4: Critical Thinking

Business Logic	Calculations include information from MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.				
Indicator	 MEES Cooperating Teachers (CT) and University Supervisors (US) submit data for the required nine standards Certification candidate scores are reported when the "n" size is 10 or more. MEES Standard 4 from the data submission is used in the calculation. For each certification candidate, the CT and the US summative scores are added together and divided by two. The average summative scores for certification candidates are added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average determines points received on the scoring guide. Scores are based on all available years in the APR-EPP starting with 2018. 				
	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.				
Definition					
Definition Special Notes	learning experiences that		et matter meaningful and engaging		
	learning experiences that	t make these aspects of subjected	ct matter meaningful and engaging determined, due to COVID-19 impacts.		
Special Notes	learning experiences that	t make these aspects of subjected ended, and no data collected Performa	t matter meaningful and engaging , due to COVID-19 impacts.		
Special Notes	learning experiences that	t make these aspects of subjected ended, and no data collected Performa Average Range	t matter meaningful and engaging d, due to COVID-19 impacts. nnce Assessments Points		
Special Notes	learning experiences that	ended, and no data collected Performa Average Range 2.50 +	t matter meaningful and engaging d, due to COVID-19 impacts. Ince Assessments Points 10		
Special Notes	learning experiences that	Performa Average Range 2.50 + 2.25 - 2.49	t matter meaningful and engaging d, due to COVID-19 impacts. Ince Assessments Points 10 9		
Special Notes	learning experiences that	Performa Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24	t matter meaningful and engaging d, due to COVID-19 impacts. Ince Assessments Points 10 9 8		
Special Notes	learning experiences that	Performa Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99	t matter meaningful and engaging d, due to COVID-19 impacts. Ince Assessments Points 10 9 8 7		
Special Notes	learning experiences that	Performa Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24	t matter meaningful and engaging d, due to COVID-19 impacts. Ince Assessments Points 10 9 8		
Special Notes	learning experiences that	Performa Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 1.50 - 1.74	ct matter meaningful and engaging I, due to COVID-19 impacts. Ince Assessments Points 10 9 8 7 6		

Teacher Program Standard 4: Critical Thinking

Business Logic	Calculations include information from MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.				
Indicator	Survey responses from averaged and assign standard. In order to be received for each of survey. The particinal of the second of survey. The points are added a second of survey.	the the OSEDA to gather the First-Year Teacher Sured a score by each standard. The ported are pation rate must be at least 40 the average of all First-Year Teacher average of all First-Year Teacher to Standard 1 on the sure the EPP certification program. Porting data pages there is a conference or first-Year Teacher Supervisor for the First-Year Teacher the average score determined to the First-Year Teacher t	Depercent. Teacher Survey responses related and divided by the solumn for First-Year Teacher for Survey responses. Terresponses are added and divided by the solumn for First-Year Teacher for Survey responses. Terresponses are added and divided and divided by the solution of the summer points received. The solution of the summer points received the summer points received and the summer points received the summer points received the summer page.	er Supervisor Survey are rate points associated with the red to Standard 4. The sonses related to Standard 4. The survey responses and a rided by the number of surveys reded and divided by the number ed.	
Definition	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.				
Special Notes	2020 APR was susp	ended, and no data collected	, due to COVID-19 impacts.		
Scoring Guide		T: (W. C		
		Average Range	-Year Survey Points		
		4.0 – 5.0	5		
		3.0 – 3.9	4		
		2.0 – 2.9	3		
		0.0 – 1.9	0		

Teacher Program Standard 5: Classroom Environment

Business Logic	Calculations include information from MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.				
Indicator	 MEES Cooperating Teachers (CT) and University Supervisors (US) submit data for the required nine standards Certification candidate scores are reported when the "n" size is 10 or more. MEES Standard 5 from the data submission is used in the calculation. For each certification candidate, the CT and the US summative scores are added together and divided by two. The average summative scores for certification candidates are added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average determines points received on the scoring guide. Scores are based on all available years in the APR-EPP starting with 2018. 				
Definition	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.				
	2020 APR was suspended, and no data collected, due to COVID-19 impacts.				
Special Notes	2020 APR was susp	ended, and no data collected	, due to COVID-19 impacts.		
Special Notes Scoring Guide	2020 APR was susp		•	 	
_	• 2020 APR was susp	Performa	ince Assessments		
_	• 2020 APR was susp	Performa Average Range	ance Assessments Points		
_	• 2020 APR was susp	Performa Average Range 2.50 +	nnce Assessments Points 10		
_	• 2020 APR was susp	Performa Average Range 2.50 + 2.25 - 2.49	Points 10 9		
_	• 2020 APR was susp	Performa Average Range 2.50 +	nnce Assessments Points 10		
_	• 2020 APR was susp	Performa Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24	Points 10 9 8		
_	• 2020 APR was susp	Performa Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99	Points 10 9 8 7		
_	• 2020 APR was susp	Performa Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 1.50 - 1.74	Points 10 9 8 7 6		

Teacher Program Standard 5: Classroom Environment

Survey responses fro averaged and assigne standard. In order to be reported in the particip Indicator #1 is the particip Indicator #2 is the Indicator #2 is the Indicator #2 is the Indicator #3 is the Indicator #4 is the Indi	the OSEDA to gather the First om the First-Year Teacher Surved a score by each standard. Surveyed a score by each standard. Surveyed a score by each standard. Surveyed to 10 surveys must be returned pation rate must be at least 40 per he average of all First-Year Teacher average of all First-Year Teacher Supervisor Surveyed to 10 surv	d, AND dercent. acher Survey responses related acher Survey responses related and divided by the summ for First-Year Teacher Suresponses are added and divided by the summ for First-Year Teacher Suresponses are added and dividence points received. Supervisor responses are added and dividence determines points received.	Supervisor Survey are te points associated with the d to Standard 5. Onses related to Standard 5. The number of responses urvey responses and a column ded by the number of surveys ded and divided by the number	
are added ar	nd the total points are placed or	n the summary page.	eacher Supervisor responses	
2020 APR was suspe	vas suspended, and no data collected, due to COVID-19 impacts.			
Г	Et V	C		
-				
	e teacher understands rning experiences that	e teacher understands the central concepts, structures rning experiences that make these aspects of subject 2020 APR was suspended, and no data collected, and no data collected and no data collected.	4.0 - 5.0 5 3.0 - 3.9 4 2.0 - 2.9 3	

Teacher Program Standard 6: Effective Communication

Business Logic	Calculations include information from MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.				
Indicator	 MEES Cooperating Teachers (CT) and University Supervisors (US) submit data for the required nine standards Certification candidate scores are reported when the "n" size is 10 or more. MEES Standard 6 from the data submission is used in the calculation. For each certification candidate, the CT and the US summative scores are added together and divided by two. The average summative scores for certification candidates are added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average determines points on the scoring guide. Scores are based on all available years in the APR-EPP starting with 2018. 				
Definition	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.				
Special Notes	• 2020 APR was susp	ended, and no data collected	, due to COVID-19 impacts.		
Scoring Guide		Df			
			nnce Assessments	4	
		Average Range	Points		
		2.50 +	10	-	
		$ \begin{array}{r} 2.25 - 2.49 \\ 2.00 - 2.24 \end{array} $	9 8	-	
		1.75 – 1.99	<u> </u>	-	
		1.50 – 1.74	6		
		1.25 – 1.49	5		
		1.00 – 1.24	4		
		0.00 - 0.99	0		
		0.00 0.22	·		

Teacher Program Standard 6: Effective Communication

	Calculations include information from MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.				
Indicator	Survey responses fro averaged and assigns standard. In order to be re A minimum The particip Indicator #1 is the articity of Indicator #2 is the articity of Indicator #2 is the article for each of the suppose of First-Ye The second of survey The points in are added an article for a sign of the suppose of the supp	a the OSEDA to gather the First om the First-Year Teacher Sured a score by each standard. Supported a of 10 surveys must be return pation rate must be at least 40 the average of all First-Year Teacher average of all First-Year Teacher Supervisor Survey ores for the First-Year Teacher Supervisor Survey or the First-Year Teacher Survey or the First-Year Teach	percent. cacher Survey responses related to cacher Supervisor Survey response reys are totaled and divided by the lumn for First-Year Teacher Surversponses. Tresponses are added and divided mines points received. Tresponses are added and divided mines points received. Tresponses are added and divided mines points received. Tresponses and First-Year Teacher Teacher Surversponses and First-Year Teacher the summary page.	Standard 6. es related to Standard 6. enumber of responses ey responses and a column by the number of surveys and divided by the number	
Definition	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.				
Special Notes	2020 APR was suspen	ended, and no data collected,	due to COVID-19 impacts.		
	1				
Scoring Guide					
Scoring Guide			Year Survey		
Scoring Guide		Average Range	Points		
Scoring Guide		Average Range 4.0 – 5.0	Points 5		
Scoring Guide		Average Range	Points		

Teacher Program Standard 7: Assessment and Data Analysis

Business Logic	Calculations include information from MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.				
Indicator	 MEES Cooperating Teachers (CT) and University Supervisors (US) submit data for the required nine standards Certification candidate scores are reported when the "n" size is 10 or more. MEES Standard 7 from the data submission is used in the calculation. For each certification candidate, the CT and the US summative scores are added together and divided by two. The average summative scores for certification candidates are added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average determines points received on the scoring guide. Scores are based on all available years in the APR-EPP starting with 2018. 				
Definition	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.				
		20 APR was suspended, and no data collected, due to COVID-19 impacts.			
Special Notes	• 2020 APR was susp	ended, and no data collected	, due to COVID-19 impacts.		
Special Notes Scoring Guide	• 2020 APR was susp		-]	
	2020 APR was susp	Performa	ince Assessments		
	2020 APR was susp	Performa Average Range	ance Assessments Points		
	2020 APR was susp	Performa Average Range 2.50 +	nnce Assessments Points 10		
	2020 APR was susp	Performa Average Range 2.50 + 2.25 - 2.49	Points 10 9		
	2020 APR was susp	Performa Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24	Points 10 9 8		
	2020 APR was susp	Performa Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99	Points 10 9 8 7		
	2020 APR was susp	Performa Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24	Points 10 9 8 7 6		
	2020 APR was susp	Performa Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 1.50 - 1.74	Points 10 9 8 7		

Teacher Program Standard 7: Assessment and Data Analysis

•	Survey responses fro averaged and assigned standard. In order to be re A minimum The particip Indicator #1 is tl Indicator #2 is tl All responses re received for each On the supp for First-Ye The scc comple The scc of surve	the the OSEDA to gather the First om the First-Year Teacher Sured a score by each standard. The eported of 10 surveys must be return pation rate must be at least 40 the average of all First-Year Telated to Standard 1 on the sure the EPP certification program. Porting data pages there is a crear Teacher Supervisor Surveyores for the First-Year Teacher the EPP certification program. The porting data pages there is a crear Teacher Supervisor Surveyores for the First-Year Teacher the Surveyores for the Surveyores for the Surveyores for the Surve	rvey and the First-Year Teacher Sourvey items are used to generate and, AND percent. eacher Survey responses related to eacher Supervisor Survey responses are totaled and divided by the column for First-Year Teacher Survey responses. er responses are added and divided mines points received. er Supervisor responses are added score determines points received.	upervisor Survey are points associated with the o Standard 7. Sees related to Standard 7. The number of responses are a column of by the number of surveys and divided by the number of surveys and divided by the number	
•	 DESE contracts with the OSEDA to gather the First-Year Teacher Survey responses. Survey responses from the First-Year Teacher Survey and the First-Year Teacher Supervisor Survey are averaged and assigned a score by each standard. Survey items are used to generate points associated with the standard. In order to be reported A minimum of 10 surveys must be returned, AND The participation rate must be at least 40 percent. Indicator #1 is the average of all First-Year Teacher Survey responses related to Standard 7. Indicator #2 is the average of all First-Year Teacher Supervisor Survey responses related to Standard 7. All responses related to Standard 1 on the surveys are totaled and divided by the number of responses received for each EPP certification program. On the supporting data pages there is a column for First-Year Teacher Survey responses and a column for First-Year Teacher Supervisor Survey responses. The scores for the First-Year Teacher responses are added and divided by the number of surveys completed. The average score determines points received. The points received from First-Year Teacher responses and First-Year Teacher Supervisor responses are added and the total points are placed on the summary page. Scores are based on all available years in the APR-EPP starting with 2018. 				
	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.				
Special Notes •	2020 APR was suspe	ended, and no data collected	due to COVID-19 impacts.		
Scoring Guide	r				
			Year Survey Points		
		Average Range 4.0 – 5.0	Foints 5		
		3.0 – 3.9	4		
		2.0 – 2.9	3		
		0.0 – 1.9	0		

Teacher Program Standard 8: Professionalism

Business Logic	Calculations include information from MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.				
Indicator	 MEES Cooperating Teachers (CT) and University Supervisors (US) submit data for the required nine standards. Certification candidate scores are reported when the "n" size is 10 or more. MEES Standard 8 from the data submission is used in the calculation. For each certification candidate, the CT and the US summative scores are added together and divided by two. The average summative scores for certification candidates are added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average determines points received on the scoring guide. Scores are based on all available years in the APR-EPP starting with 2018. 				
Definition			es, and tools of inquiry of the discipl	ine(s) and creates	
	learning experiences that	t make these aspects of subject	ct matter meaningful and engaging for	or all students.	
Special Notes	<u> </u>	ended, and no data collected		or all students.	
Special Notes Scoring Guide	<u> </u>	ended, and no data collected	, due to COVID-19 impacts.	or all students.	
-	<u> </u>	ended, and no data collected Performs	, due to COVID-19 impacts.	or all students.	
-	<u> </u>	ended, and no data collected Performa Average Range	nnce Assessments Points	or all students.	
-	<u> </u>	Performa Average Range 2.50 +	nnce Assessments Points 10	or all students.	
-	<u> </u>	Performa Average Range 2.50 + 2.25 - 2.49	nnce Assessments Points 10 9	or all students.	
-	<u> </u>	Performa Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24	nnce Assessments Points 10 9 8	or all students.	
-	<u> </u>	Performa Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99	nnce Assessments Points 10 9 8 7	or all students.	
-	<u> </u>	Performa Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24	nnce Assessments Points 10 9 8	or all students.	
-	<u> </u>	Performa Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 1.50 - 1.74	nnce Assessments Points 10 9 8 7 6	or all students.	

Teacher Program Standard 8: Professionalism

Business Logic	Calculations include information from MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.			
Indicator	Survey responses from averaged and assign standard. In order to be received for each of the support of the support of the survey of the surv	the OSEDA to gather the First om the First-Year Teacher Sued a score by each standard. Exported the of 10 surveys must be returnation rate must be at least 40 the average of all First-Year Telated to Standard 1 on the such EPP certification program. For the EPP certification program. For the First-Year Teacher Supervisor Surveyores for the First-Year Teacher Supervisor Surveyo	percent. Ceacher Survey responses related to Ceacher Supervisor Survey response reveys are totaled and divided by the column for First-Year Teacher Survey responses. Experimental responses are added and divided remines points received. Expervisor responses are added a score determines points received. Expervisor responses are added a score determines points received. Expervisor responses are added a score determines points received. Expervisor responses are added a score determines points received. Expervisor responses and First-Year Teacher the summary page.	Standard 8. s related to Standard 8. number of responses ey responses and a column by the number of surveys and divided by the number
Definition			es, and tools of inquiry of the discip et matter meaningful and engaging t	
Special Notes	2020 APR was susp	ended, and no data collected	, due to COVID-19 impacts.	_
Scoring Guide		Eivat	-Year Survey	
		Average Range	Points	_
		4.0 – 5.0	5	
		3.0 – 3.9	4	
		2.0 – 2.9	3	
		0.0 – 1.9	0	

Teacher Program Standard 9: Professional Collaboration

Business Logic	Calculations include information from MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.				
Indicator	 Certification candid MEES Standard 9 fi For each certification. The average surcertification candetermines point 	ate scores are reported when rom the data submission is us cation candidate, the CT and mmative scores for certificatindidates to obtain an average ats received on the scoring gu	ed in the calculation. the US summative scores are added t on candidates are added and divided score for each EPP Certification Area	ogether and divided by	
Definition			res, and tools of inquiry of the disciple ct matter meaningful and engaging for		
Special Notes	2020 APR was susp	ended, and no data collected	l, due to COVID-19 impacts.		
Scoring Guide		D. C		1	
			ance Assessments	-	
		Average Range	Points		
		2.50 +	10	-	
		2.25 – 2.49	9	-	
		2.00 – 2.24	8	-	
		1.75 – 1.99	7		
		1.50 – 1.74 1.25 – 1.49	5	-	
		1.00 – 1.24	4	-	
		0.00 - 0.99	0	-	
		0.00 - 0.77	U		

Teacher Program Standard 9: Professional Collaboration

Business Logic	Calculations include information from MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.			
Indicator	Survey responses from averaged and assignment standard. In order to be recovered and assignment standard.	the OSEDA to gather the First om the First-Year Teacher Sured a score by each standard. The ported of 10 surveys must be return pation rate must be at least 40 the average of all First-Year Telated to Standard 1 on the sure the EPP certification program. Porting data pages there is a crear Teacher Supervisor Surve ores for the First-Year Teacher the American Teacher Supervisor Surve ores for the First-Year Teacher the Supervisor Surve ores for the First-Year Teacher or the First-Year Teacher	percent. Teacher Survey responses related to Seacher Supervisor Survey responses related to Seacher Supervisor Survey responses related and divided by the seacher Survey responses. The responses are added and divided be mines points received. The responses are added and divided are score determines points received. The responses and First-Year Teacher the summary page.	Standard 9. It related to Standard 9. In related to Standard 9. In responses It responses and a column It responses a
Definition			es, and tools of inquiry of the disciplet matter meaningful and engaging for	
Special Notes	2020 APR was susp	ended, and no data collected	, due to COVID-19 impacts.	_
Scoring Guide		Finat	Year Survey	7
		Average Range	Points	
		4.0 – 5.0	5	
		3.0 – 3.9	4	
		2.0 – 2.9	3	
		0.0 – 1.9	0	

OVERVIEW OF SCHOOL COUNSELOR EDUCATOR PREPARATION PROGRAM APPROVAL

The Board is charged with the approval of EPPs and their individual certification programs. Approval is based on Missouri Standards for the Preparation of Educators (MoSPE) which was approved by the Board in November 2012 and revised in October 2020. There are two types of approval: initial and continuing.

Initial Approval

EPPs that have not been approved by the Board must go through the initial approval process before they are able to recommend preparation program candidates for educator certification in Missouri.

EPPs must provide evidence indicating the program meets MoSPE requirements. The Board provides initial approval once the proposed EPP and certification programs provide the evidence.

The following information and commitments are documented in the application materials submitted to the Board by EPPs seeking initial approval:

- Evidence that valid and reliable assessments, comparable in scope and purpose to those developed under the state plan, will be used to measure the growth and development of candidates
- A listing of the certification programs seeking approval
- An outline of the coursework, competencies and/or experiences designed to prepare educators in each one of the certification areas
- A commitment to host an on-site review that includes opportunities to visit with students, faculty and partners
- Timelines for the approval by the Board, recruitment of students, and the anticipated date of their first program completers

Continuing Accreditation

All certification programs approved by DESE earn continuing accreditation on an annual basis. The Annual Performance Report for Educator Preparation Programs (APR-EPP) is generated by DESE each year from performance data collected to determine whether an individual certification program continues to meet state standards. The structure of the report is based on the five Missouri Counselor Standards.

The following designations are used to accredit certification programs:

- 1. Accredited: Certification programs that meet all of the standards for the preparation of educators are accredited and may continue to recommend candidates for certification.
- **2. Provisionally Accredited:** Certification areas are issued a status of Provisional Accreditation based on points earned on at least two of the qualifying standards. The Provisional Accreditation classification does not require action by the Board, and the EPP retains the ability to continue to recommend candidates in those certification areas.
- **3.** Unaccredited: DESE makes recommendations to the Board for specific actions. A provisionally accredited program that earns fewer than 70 percent of the points possible in two consecutive years is reviewed by the Board. If the Board finds that the program is making sufficient progress, it may designate the program as Provisionally Accredited for a one-year period. If the Board determines that the program is not making sufficient progress toward achieving full-accredited status, it may declare the program unaccredited. An unaccredited program may not recommend preparation program candidates for certification.

SCORING GUIDE FOR THE ANNUAL PERFORMANCE REPORT FOR EDUCATOR PREPARATION PROGRAMS

The overall goal of MoSPE is to ensure that all EPPs produce effective counselors. To measure how well programs are performing relative to the standards, DESE produces an Annual Performance Report for each EPP with data from each certification program. In order to retain accreditation, certification programs must meet designated benchmarks for each applicable indicator.

Methodology

Each performance indicator by standard included in the APR-EPP is built from data collected on completers during the 2020-21 academic year. Certification candidates are identified based on the data submitted by EPPs. Each academic year includes the fall, winter, spring and summer semesters, consecutively. Therefore, data for 2021 APR-EPP is collected from September 1, 2020 through August 31, 2021.

Data is provided at the individual certification program level. The list of certification programs is included in appendix A. Reports are generated by certification program for the purpose of continuous improvement.

Cell Size Considerations for Individual Performance Indicators

Each certification program must have at least 10 certification candidates, cumulative, over the past five years in order to generate an APR. This method results in pooled averages for each applicable indicator. "Pooling" means that all the data points collected over the five-year period are accumulated, and a single aggregate is computed from those data points.

Individual certification program reports are released securely to EPPs for planning purposes, regardless of cell size. The report is provided for the purposes of continuous improvement and is not used as a basis for making accountability decisions if the number of certification candidates is fewer than 10.

Similar rules are applied for each accountability indicator. EPPs are held responsible for those indicators meeting cell size requirements. The following list identifies data collected for the indicators in making these determinations:

- **Program completer** refers to a person who has met all the requirements of a state-approved educator preparation program along with required documentation. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as criterion for determining who is a program completer. Completers include any student who has completed a program of study to become a teacher, librarian, student services provider (e.g. school counselor), or school leader (e.g. principal)
- Certification candidate refers to an individual who has completed the requirements for a degree program leading to certification and/or a certification-only program, including the passage of the Missouri Content Assessment (MoCA), GPA, and performance assessment(s). The certification candidate must be eligible to be recommended by the educator preparation program for certification
- Certificated candidate refers to a certification candidate that has received Missouri certification
- **Reported GPA** includes GPA data collected on program completers that met the GPA requirements for degree completion. A full list of programs with GPA reporting requirements is included in appendix B
- Site Supervisor (CT) Missouri School Counselor Evaluation System (MEES) Rating
- Program Supervisor (PS) Missouri School Counselor Evaluation System (MEES) Rating
- Missouri School Counselor Evaluation System for Counselors is used to identify certification candidates
- First-Year Counselors' Self-Reported Overall Preparation includes the number of survey respondents of certificated individuals recorded either during the year of completion or subsequent to the year of completion
- Principals' and/or Supervisors' Perceptions of First-Year Counselors' Overall Preparation includes the number of questionnaires submitted by principals and/or supervisors of first-year counselors, tied to a certificated individual that were recorded either during the first year of completion or subsequent to the year of completion

In each of these cases, accountability requires 10 certification candidates over a five-year period.

MEES

EPPs must report a summative score per MEES indicator based on the following conditions:

- Traditional (TD)
 - Site Supervisor (CT)
 - Standards 1, 2, 3, 4, & 5
 - Score range between 0 4 (#. #)
 - o Program Supervisor (PS)
 - Standards 1, 2, 3, 4, & 5
 - Score range between 0 4 (#. #)
- Non-Traditional (NT)
 - o Site Supervisor (CT)
 - Standards 1, 2, 3, 4, & 5
 - Score range between 0 4 (#.#) or NA
 - Program Supervisor (PS)
 - Standards 1, 2, 3, 4, & 5
 - Score range between 0 4 (#.#) or NA

Survey Participation Rate

Participation rates are calculated for indicators derived from first-year counselor survey data. In order for a certification program within an EPP to be held accountable for these indicators, a participation rate of 40 percent or greater is necessary.

The participation rate for the First-Year Counselors' Overall Preparation indicator is calculated as x/y, where

- x = number of certificated candidates that received and completed the survey, and
- y = number of certificated candidates that received a survey

Similarly, the participation rate for the Principals' and/or Supervisors' perceptions of First-Year Counselors' Overall Preparation indicator is calculated as x/y, where

- x = number of principals or supervisors that received and completed the survey in a Missouri public school, and
- y = number of principals and/or supervisors of certificated candidates that received a survey.

Accreditation Designations

The Accreditation Designation for individual certification programs is determined by points assigned to each of the five Missouri School Counselor Standards in the 2021 APR-EPP:

- School Counseling Standard 1: Student Development (40 points possible)
- School Counseling Standard 2: Program Implementation (40 points possible)
- School Counseling Standard 3: Professional Relationship (40 points possible)
- School Counseling Standard 4: Leadership and Advocacy (40 points possible)
- School Counseling Standard 5: Ethical and Professional Conduct (40 points possible)

Total Number of Points Possible = 200

Accreditation Designation	Percentage of Points Earned
Accredited	70.00% to 100.00%
Provisionally Accredited	60.00% to 69.99%
Unaccredited	≤ 59.99%

A certification program must have sufficient data for analysis to earn an Accreditation Designation. The points earned for each standard are added to determine the total points earned. The total points earned is divided by the total points possible to determine the percentage of points earned. The percentage of points earned is used to assign an Accreditation Designation based on the Accreditation Designation table.

Points for School Counselor APR

	MoCA Content		MEES Performance			Total Points
Standards	Assessment	GPA	Assessment	Surveys	Surveys	Earned
1: Student Development	10	10	10	5	5	40
2: Program Implementation	10	10	10	5	5	40
3: Professional Relationships	10	10	10	5	5	40
4: Leadership and Advocacy	10	10	10	5	5	40
5: Ethical and Professional Conduct	10	10	10	5	5	40
Total Points	50	50	50	25	25	200

CALCULATING THE APR-EPP

The following pages explain how each of the standards are calculated. DESE works with a contracted vendor to collect data for the certification assessments, performance assessments and surveys. All performance data are reported to the nearest hundredth.

Overview of Calculations

The APR-EPP 2021 is based on **certification candidates**. A certification candidate refers to an individual who has completed the requirements for a degree program leading to certification and/or a certification-only program, including the passage of the statewide content, GPA, and performance assessment(s). The certification candidate must be eligible to be recommended by the educator preparation program for certification.

Business Logic	Calculations include information from the Missouri Content Assessment (MoCA), GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.			
Indicator	regardless of when the Certification candi Scores are based or EPP certification p candidates for five	score was earned. date scores are reported when the n the average of best attempt(s)	per SSN per certification program. below based on the average from t	
Definition			lge of student development and beling their academic, personal/social,	
Special Notes	2020 APR was susp	pended, and no data collected,	due to COVID-19 impacts.	
Scoring Guide				
		Mo	CA	
		Average Range	Points	
		250.0 +	10	
		245.0 – 249.9	9.5	

MoCA				
Average Range	Points			
250.0 +	10			
245.0 - 249.9	9.5			
240.0 - 244.9	9			
235.0 - 239.9	8.5			
230.0 - 234.9	8			
225.0 - 229.9	7.5			
220.0 - 224.9	7			

Business Logic		formation from the MoCA, Gl letermine the total points earned	PA, performance assessments and sured for the standard.	veys. Points from each
Indicator	Certification candidEPP certification pcandidates for five	ertification candidates is used. date scores are reported when rograms receive points as note years starting with 2019. n all available years in the AP.	d below based on the average from the	he certification
Definition			edge of student development and bel ating their academic, personal/social,	
Special Notes	2020 APR was susp	pended, and no data collected	l, due to COVID-19 impacts.	
Scoring Guide				_
Scoring Guide		Grade Point	Average (GPA)	
Scoring Guide		Grade Point Average Range	Average (GPA) Points	
Scoring Guide				
Scoring Guide		Average Range	Points	
Scoring Guide		Average Range 3.60 +	Points 10	
Scoring Guide		3.60 + 3.40 - 3.59	Points 10 9.5	

Business Logic	Calculations include information from the MoCA, GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.				
Indicator	 MEES Cooperating Teachers (CT) and Program Supervisors (PS) submit data for the required five standards. Administrator evaluations of teacher candidates are not used. Certification candidate scores are reported when the "n" size is 10 or more. MEES Standard 1 from the data submission is used in the calculation. For each certification candidate, the CT and the PS summative scores are added together and divided by two. The average summative scores for certification candidates are added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average determines points received on the scoring guide. Scores are based on all available years in the APR-EPP starting with 2019. 				
Definition			edge of student development and be ting their academic, personal/social		
Special Notes	• 2020 APR was susp	ended, and no data collected	due to COVID-19 impacts.		
Scoring Guide					
		Performance Assessments			
		Average Range	Points		
		Average Range 2.50 +	Points 10		
		Average Range 2.50 + 2.25 - 2.49	Points 10 9		
		Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24	Points 10 9 8		
		Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99	Points 10 9 8 7		
		Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 1.50 - 1.74	Points 10 9 8 7 6		
		Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99	Points 10 9 8 7		

Business Logic	Calculations include information from the MoCA, GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.			
Indicator	Survey responses from averaged and assigned standard. In order to be reconstructed a minimum. The participation of the participation of the supposes recovered for each of the suppose of the suppose of the survey. The sconsurvey. The points of the po	the OSEDA to gather the First-Year Counselor ed a score by each standard. ported of 10 surveys must be return pation rate must be at least 40 the average of all First-Year Counter the counter of the standard of the standa	Survey and the First-Year Co Survey items are used to gen ded, <u>AND</u> Depercent. Counselor Survey responses a Counselor Supervisor Survey rveys are totaled and divided column for First-Year Counse isor Survey responses. elor responses are added and ore determines points receive elor Supervisor responses are average score determines po inselor responses and First-Y are placed on the summary p	related to Standard 1. responses related to Standard 1. by the number of responses elor Survey responses and a divided by the number of ed. e added and divided by the ints received. Tear Counselor Supervisor
Definition				t and behavior to promote the al/social, and career development.
Special Notes	2020 APR was suspensive.	ended, and no data collected	, due to COVID-19 impacts.	
Scoring Guide		E'	V C	
		Average Range	-Year Survey Points	
		4.0 – 5.0	5	
		3.0 – 3.9	4	
		2.0 – 2.9	3	
		0.0 – 1.9	0	

School Counselor Program Standard 2: Program Implementation

Business Logic	Calculations include information from the MoCA, GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.				
Indicator	regardless of when the	score was earned. date scores are reported when the n the average of best attempt(s)	per SSN per certification program. below based on the average from the		
Definition	enhance the school and		munity members to plan, design, in ool counseling program to advance		
Special Notes	• 2020 APR was sus	spended, and no data collected, due to COVID-19 impacts.			
Scoring Guide				_	
		Mo	CA		
		Average Range	Points		
		250.0 +	10		
	I	245.0 - 249.9	9.5		
				-	
		240.0 – 244.9	9		
		240.0 - 244.9 235.0 - 239.9	9 8.5		
		240.0 – 244.9	9		

School Counselor Program Standard 2: Program Implementation

Business Logic	Calculations include information from the MoCA, GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.			
Indicator	Certification candidEPP certification p candidates for five	ertification candidates is used. date scores are reported when the rograms receive points as noted years starting with 2019. n all available years in the APR	below based on the average fi	rom the certification
Definition	enhance the school and	ollaborates with school and con districtwide comprehensive scl reer development of all students	nool counseling program to adv	
Special Notes	2020 APR was suspended, and no data collected, due to COVID-19 impacts.			
Scoring Guide				
		Grade Point	Average (GPA)	
		Average Range	Points	
		3.60 +	10	
		3.40 – 3.59	9.5	
		3.20 – 3.39	9	
		3.00 – 3.19	8.5	
		2.75 – 2.99	8	

School Counselor Program Standard 2: Program Implementation

 Certification candida MEES Standard 1 from For each certification. The average sundertification candidatermines point 	ations of teacher candidates and the scores are reported when the common the data submission is used that a cardion candidate, the CT and the cardion candidate, the CT and the cardion candidates for certification didates to obtain an average sets received on the scoring guidates.	he "n" size is 10 or more. d in the calculation. he PS summative scores are added n candidates are added and divided core for each EPP Certification Arde.	together and divided by
enhance the school and d	listrict-wide comprehensive so	chool counseling program to advan	
• 2020 APR was suspe	ended, and no data collected,	due to COVID-19 impacts.	
	Performa	nce Assessments	7
-			
		-	
•			
		0	
	two. The average surcertification can determines poin Scores are based The school counselor colenhance the school and depersonal/social, and care	two. The average summative scores for certification certification candidates to obtain an average s determines points received on the scoring guideous Scores are based on all available years in the A. The school counselor collaborates with school and contenhance the school and district-wide comprehensive scopersonal/social, and career development of all students. • 2020 APR was suspended, and no data collected,	two. The average summative scores for certification candidates are added and divided certification candidates to obtain an average score for each EPP Certification Are determines points received on the scoring guide. Scores are based on all available years in the APR-EPP starting with 2019. The school counselor collaborates with school and community members to plan, design, is enhance the school and district-wide comprehensive school counseling program to advant personal/social, and career development of all students. Performance Assessments Average Range Points 2.50 + 10 2.25 - 2.49 9 9 2.00 - 2.24 8 1.75 - 1.99 7 1.50 - 1.74 6 1.25 - 1.49 5 1.00 - 1.24 4

School Counselor Program Standard 2: Program Implementation

Business Logic		ormation from the MoCA, GPA, termine the total points earned for		surveys. Points from each
Indicator	Survey responses from averaged and assigned standard. In order to be remarked a minimum. The participmonth in t	n the OSEDA to gather the Firstom the First-Year Counselor Sured a score by each standard. Sur	AND reent. nselor Survey responses relatenselor Supervisor Survey responses relatenselor Survey responses are totaled and divided by the minimum for First-Year Counselor Survey responses. The responses are added and divided the minimum for First-Year Counselor Survey responses. The responses are added and divided termines points received. The supervisor responses are added and first-Year counselor responses and First-Year oplaced on the summary page.	elor Supervisor Survey are e points associated with the ed to Standard 2. conses related to Standard 2. he number of responses Survey responses and a ded by the number of led and divided by the received.
Definition	enhance the school and d	llaborates with school and commistrictwide comprehensive school er development of all students.		
Special Notes	• 2020 APR was suspe	ended, and no data collected, di	ue to COVID-19 impacts.	
Special Notes Scoring Guide	2020 APR was suspensive.			
	2020 APR was suspensive.	First-Ye	ar Survey	
	2020 APR was suspensive.	First-Ye Average Range	ar Survey Points	
	2020 APR was suspending	First-Ye Average Range 4.0 – 5.0	ar Survey Points 5	
-	2020 APR was suspending	First-Ye Average Range	ar Survey Points	

Business Logic	Calculations include information from the MoCA, GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.							
Indicator	 MoCA The indicator score is assigned based on the average of the best score earned by each certification candidate regardless of when the score was earned. Certification candidate scores are reported when the "n" size is 10 or more. Scores are based on the average of best attempt(s) per SSN per certification program. EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019. Scores are based on all available years in the APR-EPP starting with 2019. 							
Definition	The school counselor develops collaborative professional relationships throughout the school and community which support the comprehensive school counseling program as well as the overall mission and improvement plans of the school district.							
Special Notes	2020 APR was sus	spended, and no data collected,	due to COVID-19 impacts.					
Scoring Guide								
			CA					
		Average Range	Points					
		250.0 +	10					
		245.0 – 249.9	9.5					
		240.0 – 244.9	9					
		235.0 - 239.9	8.5					
		230.0 - 234.9	8					
		225.0 – 229.9	7.5					
		220.0 - 224.9	I	220.0 – 224.9				

Business Logic		formation from the MoCA, GI letermine the total points earns	PA, performance assessments and sured for the standard.	rveys. Points from each
Indicator	Certification candiEPP certification p candidates for five	ertification candidates is used. date scores are reported when rograms receive points as note years starting with 2019. In all available years in the AP	d below based on the average from	the certification
Definition		prehensive school counseling	onal relationships throughout the schorogram as well as the overall mission	
Special Notes	• 2020 APR was sus	pended, and no data collected	, due to COVID-19 impacts.	
Scoring Guide				
		Grade Point	Average (GPA)	
		Average Range	Points	
		3.60 +	10	
		3.40 – 3.59	9.5	
		3.20 – 3.39	9	
		3.00 – 3.19	8.5	
		2.75 – 2.99	8	

Business Logic	Calculations include information from the MoCA, GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.				
Indicator	 MEES Cooperating Teachers (CT) and Program Supervisors (PS) submit data for the required five standards. Administrator evaluations of teacher candidates are not used. Certification candidate scores are reported when the "n" size is 10 or more. MEES Standard 1 from the data submission is used in the calculation. For each certification candidate, the CT and the PS summative scores are added together and divided two. The average summative scores for certification candidates are added and divided by the total number certification candidates to obtain an average score for each EPP Certification Area. That average determines points received on the scoring guide. Scores are based on all available years in the APR-EPP starting with 2019. 				
Definition	The school counselor develops collaborative professional relationships throughout the school and community which support the comprehensive school counseling program as well as the overall mission and improvement plans of the school district.				
	plans of the school distri	ct.		•	
Special Notes		ended, and no data collected	, due to COVID-19 impacts.	•	
Special Notes Scoring Guide		ended, and no data collected	•		
		ended, and no data collected	nce Assessments		
		ended, and no data collected Performa Average Range	nce Assessments Points		
		Performa Average Range 2.50 +	nce Assessments Points 10		
		Performa Average Range 2.50 + 2.25 - 2.49	nce Assessments Points 10 9		
		Performa Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24	nce Assessments Points 10 9 8		
		Performa Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99	nce Assessments Points 10 9		
		Performa Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 1.50 - 1.74	nce Assessments Points 10 9 8 7		
		Performa Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99	nce Assessments Points 10 9 8 7 6		

Business Logic		ormation from the MoCA, GP termine the total points earne	A, performance assessments and d for the standard.	l surveys. Points from each
Indicator	Survey responses from averaged and assigned standard. In order to be remained a minimum. The participe of Indicator #1 is the second of the supplement of the second of the survey. The points of the survey.	the OSEDA to gather the First om the First-Year Counselor Seed a score by each standard. Supported of 10 surveys must be return pation rate must be at least 40 the average of all First-Year Counselor Standard 1 on the sur the EPP certification program. First-Year Counselor Supervores for the First-Year Counselor Surveys completed. The received from First-Year Counselor Surveys completed. The	percent. ounselor Survey responses relat ounselor Supervisor Survey resp veys are totaled and divided by clumn for First-Year Counselor isor Survey responses. elor responses are added and div ore determines points received. elor Supervisor responses are ad average score determines points nselor responses and First-Year are placed on the summary page	elor Supervisor Survey are te points associated with the ed to Standard 3. toonses related to Standard 3. the number of responses Survey responses and a ided by the number of ded and divided by the received. Counselor Supervisor
Definition			nal relationships throughout the rogram as well as the overall mi	
Special Notes	2020 APR was suspensed.	ended, and no data collected	due to COVID-19 impacts.	
Scoring Guide		77.	W. G	
			Year Survey Points	
		Average Range 4.0 – 5.0	5	
		3.0 – 3.9	4	
		2.0 – 2.9	3	
		0.0 – 1.9	0	
		0.0 – 1.9	0	

Business Logic	Calculations include information from the MoCA, GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.
Indicator	 MoCA The indicator score is assigned based on the average of the best score earned by each certification candidate regardless of when the score was earned. Certification candidate scores are reported when the "n" size is 10 or more. Scores are based on the average of best attempt(s) per SSN per certification program. EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019. Scores are based on all available years in the APR-EPP starting with 2019.
Definition	The school counselor serves as a change agent, demonstrating leadership, vision, collaboration and advocacy for the on-going development of self, students, the comprehensive school counseling program and the school.
Special Notes	2020 APR was suspended, and no data collected, due to COVID-19 impacts.
Scoring Guide	MoCA

MoCA				
Average Range	Points			
250.0 +	10			
245.0 – 249.9	9.5			
240.0 - 244.9	9			
235.0 - 239.9	8.5			
230.0 - 234.9	8			
225.0 – 229.9	7.5			
220.0 - 224.9	7			

Business Logic		formation from the MoCA, GP letermine the total points earne		and surveys. Points from each
Indicator	 GPA The reported GPA of certification candidates is used. Certification candidate scores are reported when the "n" size is 10 or more. EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019. Scores are based on all available years in the APR-EPP starting with 2019. 			
Definition	The school counselor serves as a change agent, demonstrating leadership, vision, collaboration and advocacy for the on-going development of self, students, the comprehensive school counseling program and the school.			
Special Notes	• 2020 APR was sus	pended, and no data collected,	due to COVID-19 impacts.	
Scoring Guide				
		Grade Point	Average (GPA)	
		Average Range	Points	
		3.60 +	10	
		3.40 – 3.59	9.5	
		3.20 – 3.39	9	
		3.00 – 3.19	8.5	
		2.75 – 2.99	8	

Business Logic		ormation from the MoCA, GP etermine the total points earne	A, performance assessments and su d for the standard.	rveys. Points from each
Indicator	 Administrator evalu Certification candida MEES Standard 1 from For each certification. The average surcertification candetermines poin 	ations of teacher candidates a ate scores are reported when to rom the data submission is use cation candidate, the CT and to mmative scores for certification adidates to obtain an average state received on the scoring gui	the "n" size is 10 or more. ed in the calculation. the PS summative scores are added on candidates are added and divided score for each EPP Certification Are	together and divided by I by the total number of
Definition	The school counselor serves as a change agent, demonstrating leadership, vision, collaboration and advocacy for the on-going development of self, students, the comprehensive school counseling program and the school.			
		nt of sen, students, the compr	enensive school counseling program	n and the school.
Special Notes	0 0 1	ended, and no data collected		n and the school.
Special Notes Scoring Guide	0 0 1	ended, and no data collected	, due to COVID-19 impacts.	m and the school.
•	0 0 1	ended, and no data collected Performa	due to COVID-19 impacts.	n and the school.
•	0 0 1	ended, and no data collected Performa Average Range	nce Assessments Points	n and the school.
•	0 0 1	Performa Average Range 2.50 +	nce Assessments Points 10	n and the school.
•	0 0 1	Performa Average Range 2.50 + 2.25 - 2.49	nce Assessments Points 10 9	n and the school.
•	0 0 1	Performa Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24	nce Assessments Points 10	m and the school.
•	0 0 1	Performa Average Range 2.50 + 2.25 - 2.49	nce Assessments Points 10 9 8	n and the school.
•	0 0 1	Performa Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99	nce Assessments Points 10 9 8 7	m and the school.
	0 0 1	Performa Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 1.50 - 1.74	nce Assessments Points 10 9 8 7 6	m and the school.

Indicator	First-Year Counselor Sur	MIONG		
	Survey responses from averaged and assigned standard. In order to be remarked a minimum. The participation in the participation of the participation in t	on the OSEDA to gather the First om the First-Year Counselor Seed a score by each standard. Supported of 10 surveys must be returned at least 40 the average of all First-Year Celated to Standard 1 on the sur h EPP certification program.	cd, AND percent. counselor Survey response counselor Supervisor Surveys are totaled and dividual of the responses are added a re determines points recelor Supervisor responses are determines points recelor Supervisor responses are determines and First re placed on the summary	Counselor Supervisor Survey are generate points associated with the series related to Standard 1. ey responses related to Standard 1. ed by the number of responses and a mid divided by the number of ived. are added and divided by the points received. EYear Counselor Supervisor
Definition		ves as a change agent, demon nt of self, students, the compre		g program and the school.
Special Notes	2020 APR was suspen	ended, and no data collected,	due to COVID-19 impac	ts.
Scoring Guide				
		Average Range	Year Survey Points	
		4.0 – 5.0	5	
		3.0 – 3.9	4	
			2	
		2.0 - 2.9	3	

Business Logic	Calculations include information from the MoCA, GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.
Indicator	 MoCA The indicator score is assigned based on the average of the best score earned by each certification candidate regardless of when the score was earned. Certification candidate scores are reported when the "n" size is 10 or more. Scores are based on the average of best attempt(s) per SSN per certification program. EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019. Scores are based on all available years in the APR-EPP starting with 2019.
Definition	The school counselor knows, understands and adheres to current ethical and professional standards and legal requirements.
Special Notes	2020 APR was suspended, and no data collected, due to COVID-19 impacts.
Scoring Guide	M.CA

MoCA			
Average Range	Points		
250.0 +	10		
245.0 - 249.9	9.5		
240.0 - 244.9	9		
235.0 - 239.9	8.5		
230.0 - 234.9	8		
225.0 - 229.9	7.5		
220.0 - 224.9	7		

Business Logic		formation from the MoCA, GP etermine the total points earned	A, performance assessments and d for the standard.	surveys. Points from each
Indicator	 Certification candid EPP certification processes for five 	ertification candidates is used. date scores are reported when t rograms receive points as noted years starting with 2019. h all available years in the APR	l below based on the average from	om the certification
Definition	The school counselor ker requirements.	nows, understands and adheres	to current ethical and profession	nal standards and legal
Special Notes	2020 APR was susp	pended, and no data collected,	due to COVID-19 impacts.	
Scoring Guide				
			Average (GPA)	
		Average Range	Points	
		3.60 +	10	
		3.40 - 3.59	9.5	
		3.20 – 3.39	9	
		3.00 – 3.19	8.5	
		2.75 – 2.99	8	

Business Logic	Calculations include information from the MoCA, GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.						
Indicator	 Administrator evaluate Certification candidate MEES Standard 1 from For each certification. The average sundertification candidatermines poin 	ers (CT) and Program Supervisors ations of teacher candidates are rate scores are reported when the rom the data submission is used it cation candidate, the CT and the emmative scores for certification candidates to obtain an average scores received on the scoring guide. d on all available years in the AP	not used. "n" size is 10 or more. In the calculation. PS summative scores are advandidates are added and diverse for each EPP Certification	ded together and divided by			
			The school counselor knows, understands and adheres to current ethical and professional standards and legal requirements.				
Definition		ows, understands and adheres to	current ethical and profession	onal standards and legal			
Definition Special Notes	requirements.	ows, understands and adheres to		onal standards and legal			
	requirements.	ended, and no data collected, du	te to COVID-19 impacts.	onal standards and legal			
Special Notes	requirements.	ended, and no data collected, du	e Assessments	onal standards and legal			
Special Notes	requirements.	ended, and no data collected, du Performance Average Range	e Assessments Points	onal standards and legal			
Special Notes	requirements.	Performance Average Range 2.50 +	e Assessments Points 10	onal standards and legal			
Special Notes	requirements.	Performance Average Range 2.50 + 2.25 - 2.49	e Assessments Points 10 9	onal standards and legal			
Special Notes	requirements.	Performance Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24	e Assessments Points 10 9 8	onal standards and legal			
Special Notes	requirements.	Performance Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99	e Assessments Points 10 9 8 7	onal standards and legal			
Special Notes	requirements.	Performance Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 1.50 - 1.74	e Assessments Points 10 9 8 7 6	onal standards and legal			
Special Notes	requirements.	Performance Average Range 2.50 + 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99	e Assessments Points 10 9 8 7	onal standards and legal			

Business Logic	Calculations include information from the MoCA, GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.			
Indicator	Survey responses from averaged and assigned standard. In order to be reparation and a minimum of a minimum of the participa of Indicator #1 is the Indicator #2 is the All responses relareceived for each of the support of the supp	the OSEDA to gather the First me the First-Year Counselor Sud a score by each standard. Supported of 10 surveys must be returned ation rate must be at least 40 pe average of all First-Year Coe average of all First-Year Coe ated to Standard 1 on the survey EPP certification program. First-Year Counselor Supervisores for the First-Year Counselor Supervisores for the First-Year Counselor Surveys completed. The average scores for the First-Year Counselor Surveys completed. The average for the First-Year Counselor Surveys completed. The average scores for the First-Year Counselor Surveys completed. The average scores for the First-Year Counselor Surveys completed. The average scores for the First-Year Counselor Surveys completed. The average added and the total points are	ourselor Survey responses related unselor Supervisor Survey respo eys are totaled and divided by the lumn for First-Year Counselor So or Survey responses. or responses are added and divide	lor Supervisor Survey are points associated with the d to Standard 5. onses related to Standard 5. he number of responses are urvey responses and a ded by the number of ed and divided by the eccived.
	Scores are based on a	ii available years iii the APK-		
Definition			o current ethical and professiona	al standards and legal
	The school counselor kno requirements.		o current ethical and professiona	al standards and legal
Special Notes	The school counselor kno requirements.	ws, understands and adheres t	o current ethical and professional occurrent ethical and professional due to COVID-19 impacts.	al standards and legal
Special Notes	The school counselor kno requirements.	ws, understands and adheres to added, and no data collected, of First-Y	o current ethical and professional due to COVID-19 impacts.	al standards and legal
Special Notes	The school counselor kno requirements.	ws, understands and adheres to the standard of the standard no data collected, the standard results of	o current ethical and professional due to COVID-19 impacts. Year Survey Points	al standards and legal
Special Notes	The school counselor kno requirements.	ws, understands and adheres to make and no data collected, of First-Y Average Range 4.0 – 5.0	o current ethical and professional due to COVID-19 impacts. Year Survey Points 5	al standards and legal
Definition Special Notes Scoring Guide	The school counselor kno requirements.	ws, understands and adheres to the standard of the standard no data collected, the standard results of	o current ethical and professional due to COVID-19 impacts. Year Survey Points	al standards and legal

OVERVIEW OF SCHOOL LEADER EDUCATOR PREPARATION PROGRAM APPROVAL

The Board is charged with the approval of EPPs and their individual certification programs. Approval is based on Missouri Standards for the Preparation of Educators (MoSPE) which was approved by the Board in November 2012 and revised in October 2020. There are two types of approval: initial and continuing.

Initial Approval

EPPs that have not been approved by the Board must go through the initial approval process before they are able to recommend preparation program candidates for educator certification in Missouri.

EPPs must provide evidence indicating the program meets MoSPE requirements. The Board provides initial approval once the proposed EPP and certification programs provide the evidence.

The following information and commitments are documented in the application materials submitted to the Board by EPPs seeking initial approval:

- Evidence that valid and reliable assessments, comparable in scope and purpose to those developed under the state plan, will be used to measure the growth and development of candidates
- A listing of the certification programs seeking approval
- An outline of the coursework, competencies and/or experiences designed to prepare educators in each one of the certification areas
- A commitment to host an on-site review that includes opportunities to visit with students, faculty and partners
- Timelines for the approval by the Board, recruitment of students, and the anticipated date of their first program completers

Continuing Accreditation

All certification areas approved by DESE earn continuing accreditation on an annual basis. The APR-EPP is generated by DESE each year from performance data collected to determine whether an individual certification program continues to meet state standards. The structure of the report is based on the five Missouri Leadership Development System Domains.

The following designations are used to accredit certification programs:

- 1. Accredited: Certification programs that meet all of the standards for the preparation of educators are accredited and may continue to recommend candidates for certification.
- **2. Provisionally Accredited:** Certification areas are issued a status of Provisional Accreditation based on points earned on at least two of the qualifying standards. The Provisional Accreditation classification does not require action by the Board, and the EPP retains the ability to continue to recommend candidates in those certification areas.
- **3. Unaccredited:** DESE makes recommendations to the Board for specific actions. A provisionally accredited program that earns fewer than 70 percent of the points possible in two consecutive years is reviewed by the Board. If the Board finds that the program is making sufficient progress, it may designate the program as Provisionally Accredited for a one-year period. If the Board determines that the program is not making sufficient progress toward achieving full-accredited status, it may declare the program unaccredited. An unaccredited program may not recommend preparation program candidates for certification.

SCORING GUIDE FOR THE ANNUAL PERFORMANCE REPORT FOR EDUCATOR PREPARATION PROGRAMS

The overall goal of MoSPE is to ensure that all EPPs produce effective school leaders. To measure how well programs are performing relative to the standards, DESE produces an Annual Performance Report for each EPP with data from each certification program. In order to retain accreditation, certification programs must meet designated benchmarks for each applicable indicator.

Methodology

Each performance indicator by standard included in the APR-EPP is built from data collected on completers during the 2020-21 academic year. Certification candidates are identified based on the data submitted by EPPs. Each academic year includes the fall, winter, spring and summer semesters, consecutively. Therefore, data for 2021 APR-EPP is collected from September 1, 2020 through August 31, 2021.

Data is provided at the individual certification program level. The list of certification programs is included in appendix A. Reports are generated by certification program for the purpose of continuous improvement.

Cell Size Considerations for Individual Performance Indicators

Each certification program must have at least 10 certification candidates, cumulative, over the past five years in order to generate an APR. This method results in pooled averages for each applicable indicator. "Pooling" means that all the data points collected over the five-year period are accumulated, and a single aggregate is computed from those data points.

Individual certification program reports are released securely to EPPs for planning purposes, regardless of cell size. The report is provided for the purposes of continuous improvement and is not used as a basis for making accountability decisions if the number of certification candidates is fewer than 10.

Similar rules are applied for each accountability indicator. EPPs are held responsible for those indicators meeting cell size requirements. The following list identifies data collected for the indicators in making these determinations:

- **Program completer** refers to a person who has met all the requirements of a state-approved educator preparation program along with required documentation. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as criterion for determining who is a program completer. Completers include any student who has completed a program of study to become a teacher, librarian, student services provider (e.g. school counselor), or school leader (e.g. principal)
- Certification candidate refers to an individual who has completed the requirements for a degree program leading to certification and/or a certification-only program, including the passage of the Missouri Content Assessment (MoCA), GPA, and performance assessment(s). The certification candidate must be eligible to be recommended by the educator preparation program for certification
- Certificated candidate refers to a certification candidate that has received Missouri certification
- Reported GPA includes GPA data collected on program completers that met the GPA requirements for degree completion. A full list of programs with GPA reporting requirements is included in appendix B
- Program Supervisor (PS) Missouri Educator Evaluation System (MEES) rating if applicable
- Missouri Performance Assessments for School Counselors and School Leaders
- First-Year Principals' Self-Reported Overall Preparation includes the number of survey respondents recorded either during the year of completion or subsequent to the year of completion
- Supervisors' perceptions First-Year Principals' Overall Preparation includes the number of questionnaires submitted by principals and/or supervisors of first-year school counselors and first-year principals tied to a certificated individual that were recorded either during the first year of completion or subsequent to the year of completion

In each of these cases, accountability requires 10 program completers over a five-year period.

Survey Participation Rate

Participation rates are calculated for indicators derived from first-year principal survey data. In order for a certification program within an EPP to be held accountable for these indicators, a participation rate of 40 percent or greater is necessary.

The participation rate for the First-Year Principals' Self-Reported Overall Preparation indicator is calculated as xy, where

- x = number of certificated candidates that received and completed the survey, and
- y = number of certificated candidates that received a survey

Similarly, the participation rate for the Supervisors perceptions of First-Year Principals' Overall Preparation indicator is calculated as xy, where

- x = number of supervisors that received and completed the survey in a Missouri public school; and
- y = number supervisors of certificated candidates that received a survey.

Accreditation Designations

The Accreditation Designations for individual certification programs is determined by points assigned to each of the five Missouri Leadership Development System Domains in the 2021 APR-EPP:

- School Leader Standard 1: Visionary Leadership (40 points possible)
- School Leader Standard 2: Instructional Leadership (40 points possible)
- School Leader Standard 3: Managerial Leadership (40 points possible)
- School Leader Standard 4: Relational Leadership (40 points possible)
- School Leader Standard 5: Innovative Leadership (40 points possible)
- Total Number of Points Possible = 200

Accreditation Designation	Percentage of Points Earned
Accredited	70.00% to 100.00%
Provisionally Accredited	60.00% to 69.99%
Unaccredited	≤ 59.99%

A certification program must have sufficient data for analysis to earn an Accreditation Designation. The points earned for each standard are added to determine the total points earned. The total points earned is divided by the total points possible to determine the percentage of points earned. The percentage of points earned is used to assign an Accreditation Designation based on the Accreditation Designation table.

Points for School Leader APR

	MoCA Content		MEES Performance			Total Points
Domains	Assessment	GPA	Assessment	Surveys	Surveys	Earned
1: Visionary Leadership	10	10	10	5	5	40
2: Instructional Leadership	10	10	10	5	5	40
3: Managerial Leadership	10	10	10	5	5	40
4: Relational Leadership	10	10	10	5	5	40
5: Innovative Leadership	10	10	10	5	5	40
Total Points	50	50	50	25	25	200

CALCULATING THE APR-EPP

The following pages explain how each of the standards are calculated. DESE works with a contracted vendor to collect data for the certification assessments, performance assessments and surveys. All performance data are reported to the nearest hundredth.

Overview of Calculations

The APR-EPP 2021 is based on **certification candidates**. A certification candidate refers to an individual who has completed the requirements for a degree program leading to certification and/or a certification-only program, including the passage of the statewide content, GPA, and performance assessment(s). The certification candidate must be eligible to be recommended by the educator preparation program for certification.

Business Logic	Calculations include information from the Missouri Co Evaluation (MPEA performance assessment), and surv total points earned for the standard.				
Indicator	 MoCA The indicator score is assigned based on the average of the best score earned by each certification candidate regardless of when the score was earned. Certification candidate scores are reported when the "n" size is 10 or more. Scores are based on the average of best attempt(s) per SSN per certification program. EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019. Scores are based on all available years in the APR-EPP starting with 2019. 				
Definition	The Principal as the Visionary Leader develops and im	plements a vision for the school to	guide the learning of all		
	students.				
Special Notes	• 2020 APR was suspended, and no data collected,	due to COVID-19 impacts.			
Special Notes Scoring Guide	2020 APR was suspended, and no data collected,				
•	2020 APR was suspended, and no data collected, Me	oCA			
•	2020 APR was suspended, and no data collected, Mo Average Range	oCA Points			
•	2020 APR was suspended, and no data collected, Mo Average Range 250.0 +	Points 10			
•	• 2020 APR was suspended, and no data collected, Mo Average Range 250.0 + 245.0 - 249.9	Points 10 9.5			
•	• 2020 APR was suspended, and no data collected, Mo Average Range 250.0 + 245.0 - 249.9 240.0 - 244.9	Points 10 9.5 9			
•	• 2020 APR was suspended, and no data collected, Mo Average Range 250.0 + 245.0 - 249.9	Points 10 9.5			
•	• 2020 APR was suspended, and no data collected, Mo Average Range 250.0 + 245.0 - 249.9 240.0 - 244.9 235.0 - 239.9	Points 10 9.5 9 8.5			

Business Logic			A, Missouri School Leader Evaluate added to determine the total po	
Indicator	 Certification candidates for 	of certification candidates is us andidate scores are reported whon programs receive points as five years starting with 2019. ed on all available years in the	nen the "n" size is 10 or more. noted below based on the average	from the certification
Definition	The Principal as the Visstudents.	sionary Leader develops and ir	nplements a vision for the school t	o guide the learning of all
Special Notes	2020 APR was susp	pended, and no data collected	due to COVID-19 impacts.	
Scoring Guide				
		Grade Point	Average (GPA)	
		Average Range	Points	
		3.60 +	10	
		3.40 – 3.59	9.5	
		3.20 – 3.39	9	
		3.00 – 3.19	8.5	
		2.75 – 2.99	8	

Business Logic			A, Missouri School Leader Evaluate added to determine the total point		
Indicator	 MPEA University Supervisors submit data for this indicator. Certification candidate scores are reported when the "n" size is 10 or more. MPEA for School Leaders from the data submission is used in the calculation. The average summative scores for certification candidates are added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average determines points received on the scoring guide. Scores are based on all available years in the APR-EPP starting with 2019. 				
Definition	The Principal as the Visi students.	onary Leader develops and in	nplements a vision for the school to	guide the learning of all	
Special Notes	• 2020 APR was susp	ended, and no data collected	due to COVID-19 impacts.		
Scoring Guide		Performa	nce Assessments		
		Average Range	Points		
		14.00 +	10		
		13.00 – 13.99	9		
		12.00 – 12.99	8		
		11.00 – 11.99	7		
		10.00 - 10.99	6		

Business Logic			A, Missouri School Leader Evaluation and the total point added to determine the total point to the total poi			
Indicator	First-Year Principal Surveys DESE contracts with OSEDA to gather the First-Year Principal Survey responses. Survey responses from the First-Year Principal Survey and the First-Year Principal Supervisor Survey are averaged and assigned a score by each standard. Survey items are used to generate points associated with the standard. In order to be reported, a minimum of 10 surveys must be returned, AND the participation rate must be at least 40 percent. Indicator #1 is the average of all First-Year Principal Survey responses related to Domain 1. Indicator #2 is the average of all First-Year Principal Supervisor Survey responses related to Domain 1. All responses related to Standard 1 on the surveys are totaled and divided by the number of responses received for each EPP certification program. On the supporting data pages there is a column for First-Year Principal Survey responses and a column for First-Year Principals Supervisor Survey responses. The scores for the First-Year Principal responses are added and divided by the number of surveys completed. The average score determines points received. The scores for the First-Year Principal Supervisor responses are added and divided by the number of surveys completed. The average score determines points received.					
		received from First-Year Pring are placed on the summary pa		eipal Supervisor		
		all available years in the EPF				
Definition	The Principal as the Visi students.	onary Leader develops and in	nplements a vision for the school to g	guide the learning of all		
Special Notes	• 2020 APR was susp	ended, and no data collected	due to COVID-19 impacts.			
Scoring Guide						
			Year Survey			
		Average Range	Points			
		$\frac{4.0 - 5.0}{3.0 - 3.9}$	<u>5</u>			
		2.0 – 2.9	3			
		0.0 - 1.9	0			

Business Logic	Calculations include information from the MoCA, GPA, Missouri School Leader Evaluation (MPEA performance assessment), and surveys. Points from each indicator are added to determine the total points earned for the standard.					
Indicator	 MoCA The indicator score is assigned based on the average of the best score earned by each certification candidate regardless of when the score was earned. Certification candidate scores are reported when the "n" size is 10 or more. Scores are based on the average of best attempt(s) per SSN per certification program. EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019. Scores are based on all available years in the APR-EPP starting with 2019. 					
Definition		structional Leader ensures a guara coordinates the use of effective as				
G 1137	2020 400					
Special Notes	• 2020 APR was sus	spended, and no data collected, d	ue to COVID-19 impacts.			
Special Notes Scoring Guide	• 2020 APR was sus					
•	• 2020 APR was sus	MoC				
•	• 2020 APR was sus	MoC Average Range				
•	• 2020 APR was sus	MoC	CA			
•	• 2020 APR was sus	MoC Average Range 250.0 + 245.0 - 249.9	CA Points			
•	• 2020 APR was sus	MoC Average Range 250.0 + 245.0 - 249.9 240.0 - 244.9	Points 10 9.5			
•	• 2020 APR was sus	MoC Average Range 250.0 + 245.0 - 249.9 240.0 - 244.9 235.0 - 239.9	Points 10 9.5 9 8.5			
•	• 2020 APR was sus	MoC Average Range 250.0 + 245.0 - 249.9 240.0 - 244.9	Points 10 9.5			
•	• 2020 APR was sus	MoC Average Range 250.0 + 245.0 - 249.9 240.0 - 244.9 235.0 - 239.9	Points 10 9.5 9 8.5			

Business Logic			a, Missouri School Leader Evaluation e added to determine the total point	
Indicator	 Certification ca EPP certification candidates for 	of certification candidates is use andidate scores are reported who on programs receive points as no five years starting with 2019. ed on all available years in the A	en the "n" size is 10 or more. oted below based on the average from	om the certification
Definition			ranteed and viable curriculum, guarassessments and promotes profession	
Special Notes	• 2020 APR was susp	pended, and no data collected, d	due to COVID-19 impacts.	
Scoring Guide				
		Grade Point A	verage (GPA)	
		Average Range	Points	
		3.60 +	10	
		3.40 – 3.59	9.5	
		3.20 – 3.39	9	
		3.00 – 3.19	8.5	_
		2.75 – 2.99	8	J

Business Logic			A, Missouri School Leader Evalua are added to determine the total poi		
Indicator	 Certification candid MPEA for School L The average sur certification can determines point 		the "n" size is 10 or more. ion is used in the calculation. on candidates are added and divided score for each EPP Certification Arde.		
Definition	The Principal as the Instructional Leader ensures a guaranteed and viable curriculum, guarantees effective instructional practice, coordinates the use of effective assessments and promotes professional learning.				
Special Notes	2020 APR was suspended, and no data collected, due to COVID-19 impacts.				
Scoring Guide		Performa Average Range 14.00 + 13.00 - 13.99 12.00 - 12.99 11.00 - 11.99 10.00 - 10.99	Points 10 9 8 7 6		

Business Logic	Calculations include information from the MoCA, GPA, Missouri School Leader Evaluation (MPEA performance assessment), and surveys. Points from each indicator are added to determine the total points earned for the standard.				
Indicator	 First-Year Principal Surveys DESE contracts with OSEDA to gather the First-Year Principal Survey responses. Survey responses from the First-Year Principal Survey and the First-Year Principal Supervisor Survey are averaged and assigned a score by each standard. Survey items are used to generate points associated with the standard. In order to be reported, a minimum of 10 surveys must be returned, AND the participation rate must be at least 40 percent. Indicator #1 is the average of all First-Year Principal Survey responses related to Domain 1. Indicator #2 is the average of all First-Year Principal Supervisor Survey responses related to Domain 1. All responses related to Standard 1 on the surveys are totaled and divided by the number of responses received for each EPP certification program. On the supporting data pages there is a column for First-Year Principal Survey responses and a column for First-Year Principals Supervisor Survey responses. The scores for the First-Year Principal responses are added and divided by the number of surveys completed. The average score determines points received. The scores for the First-Year Principal Supervisor responses are added and divided by the number of surveys completed. The average score determines points received. The points received from First-Year Principal responses and First-Year Principal Supervisor responses are placed on the summary page. Scores are based on all available years in the EPP-APR starting with 2019. 				
Definition	The Principal as the Instructional Leader ensures a guaranteed and viable curriculum, guarantees effective instructional practice, coordinates the use of effective assessments and promotes professional learning.				
Special Notes	2020 APR was suspi	ended, and no data collected	, due to COVID-19 impa	icts.	
Scoring Guide		72	T		1
		Average Range	Year Survey Points		
		4.0 – 5.0	5		
		3.0 – 3.9	4		
		2.0 – 2.9	3		
		0.0 – 1.9	0		

Business Logic	Calculations include information from the MoCA, GPA, Missouri School Leader Evaluation (MPEA performance assessment), and surveys. Points from each indicator are added to determine the total points earned for the standard.					
Indicator	 MoCA The indicator score is assigned based on the average of the best score earned by each certification candidate regardless of when the score was earned. ○ Certification candidate scores are reported when the "n" size is 10 or more. ○ Scores are based on the average of best attempt(s) per SSN per certification program. ○ EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019. ○ Scores are based on all available years in the APR-EPP starting with 2019. 					
Definition	The Principal as the Managerial Leader implements operational systems, oversees personnel and ensures the equitable and strategic use of resources.					
Special Notes	2020 APR was suspended, and no data collected, due to COVID-19 impacts.					
Scoring Guide						
	MoCA					
	Average Range Points					

MoCA				
Average Range	Points			
250.0 +	10			
245.0 - 249.9	9.5			
240.0 - 244.9	9			
235.0 - 239.9	8.5			
230.0 - 234.9	8			
225.0 – 229.9	7.5			
220.0 - 224.9	7			

Business Logic	Calculations include information from the MoCA, GPA, Missouri School Leader Evaluation (MPEA performance assessment), and surveys. Points from each indicator are added to determine the total points earned for the standard.					
Indicator	 GPA The reported GPA of certification candidates is used. Certification candidate scores are reported when the "n" size is 10 or more. EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019. Scores are based on all available years in the APR-EPP starting with 2019. 					
Definition	The Principal as the Managerial Leader implements operational systems, oversees personnel and ensures the equitable and strategic use of resources.					
Special Notes	2020 APR was suspended, and no data collected, due to COVID-19 impacts.					
Scoring Guide				_		
		Grade Point A	verage (GPA)			
		Average Range	Points			
		3.60 +	10			
		3.40 – 3.59	9.5			
		3.20 – 3.39	9			
		3.00 – 3.19	8.5			
		2.75 – 2.99	8			

Business Logic			PA, Missouri School Leader Eva are added to determine the total		
Indicator	 MPEA University Supervisors submit data for this indicator. Certification candidate scores are reported when the "n" size is 10 or more. MPEA for School Leaders from the data submission is used in the calculation. The average summative scores for certification candidates are added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average determines points received on the scoring guide. Scores are based on all available years in the APR-EPP starting with 2019. 				
Definition	The Principal as the Managerial Leader implements operational systems, oversees personnel and ensures the equitable and strategic use of resources.				
Special Notes	2020 APR was suspended, and no data collected, due to COVID-19 impacts.				
Scoring Guide		Doufoume	ance Assessments		
		Average Range	Points		
		14.00 +	10		
		13.00 - 13.99	9		
		12.00 – 12.99	8		
		11.00 – 11.99	7		
		10.00 - 10.99	6		
		10.00 10.77	V		

Business Logic	Calculations include information from the MoCA, GPA, Missouri School Leader Evaluation (MPEA performance assessment), and surveys. Points from each indicator are added to determine the total points earned for the standard.					
Indicator	 First-Year Principal Surveys DESE contracts with OSEDA to gather the First-Year Principal Survey responses. Survey responses from the First-Year Principal Survey and the First-Year Principal Supervisor Survey are averaged and assigned a score by each standard. Survey items are used to generate points associated with the standard. In order to be reported, a minimum of 10 surveys must be returned, AND the participation rate must be at least 40 percent. Indicator #1 is the average of all First-Year Principal Survey responses related to Domain 1. Indicator #2 is the average of all First-Year Principal Supervisor Survey responses related to Domain 1. All responses related to Standard 1 on the surveys are totaled and divided by the number of responses received for each EPP certification program. On the supporting data pages there is a column for First-Year Principal Survey responses and a column for First-Year Principals Supervisor Survey responses. The scores for the First-Year Principal responses are added and divided by the number of surveys completed. The average score determines points received. The scores for the First-Year Principal Supervisor responses are added and divided by the number of surveys completed. The average score determines points received. The points received from First-Year Principal responses and First-Year Principal Supervisor responses are placed on the summary page. Scores are based on all available years in the EPP-APR starting with 2019. 					
Definition	The Principal as the Managerial Leader implements operational systems, oversees personnel and ensures the equitable and strategic use of resources.					
Special Notes	2020 APR was suspen	ended, and no data collected	, due to COVID-19 impacts.			
Scoring Guide						
		First-	-Year Survey			
		Average Range	Points			
		4.0 – 5.0	5			
		$\frac{3.0 - 3.9}{2.0 - 2.9}$	3			
		0.0 – 1.9	0			
				_		

Business Logic		tions include information from the MoCA, GPA, Missouri School Leader Evaluation (MPEA performance nent), and surveys. Points from each indicator are added to determine the total points earned for the d.					
Indicator	 MoCA The indicator score is assigned based on the average of the best score earned by each certification candidate regardless of when the score was earned. ○ Certification candidate scores are reported when the "n" size is 10 or more. ○ Scores are based on the average of best attempt(s) per SSN per certification program. ○ EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019. ○ Scores are based on all available years in the APR-EPP starting with 2019. 						
Definition	The Principal as the Relational Leader interacts professionally with students, staff, family and community.						
Special Notes	2020 APR was suspended, and no data collected, due to COVID-19 impacts.						
Scoring Guide		M	oCA				
		Average Range	Points				
		250.0 +	10				
		245.0 – 249.9	9.5				
		240.0 - 244.9	9				
		235.0 - 239.9	8.5				
		230.0 – 234.9	8				
		225.0 – 229.9	7.5				
		220.0 – 224.9	7				

Business Logic		culations include information from the MoCA, GPA, Missouri School Leader Evaluation (MPEA performance essment), and surveys. Points from each indicator are added to determine the total points earned for the indard.				
Indicator	Certification cEPP certificaticandidates for	of certification candidates is us andidate scores are reported we on programs receive points as five years starting with 2019. ed on all available years in the	hen the "n" size is 10 or more. noted below based on the average	ge from the certification		
Definition	The Principal as the Relational Leader interacts professionally with students, staff, family and community.					
Special Notes	• 2020 APR was sus	pended, and no data collected, due to COVID-19 impacts.				
Scoring Guide						
		Grade Point	Average (GPA)			
		Average Range	Points			
		3.60 +	10			
		3.40 - 3.59	9.5			
		3.20 – 3.39	9			
		3.00 – 3.19	8.5			
		2.75 – 2.99	8			

ity Supervisors submit data for this indicator. ation candidate scores are reported when the for School Leaders from the data submission average summative scores for certification candidates to obtain an average score remines points received on the scoring guide. are based on all available years in the APR-EI as the Relational Leader interacts profession	"n" size is 10 or more. is used in the calculation. candidates are added and divide re for each EPP Certification A PP starting with 2019.	rea. That average				
l as the Relational Leader interacts profession	onally with students, staff, famil	ly and community.				
		The Principal as the Relational Leader interacts professionally with students, staff, family and community.				
2020 APR was suspended, and no data collected, due to COVID-19 impacts.						
Performance	e Assessments					
Average Range	Points					
14.00 +	10					
13.00 - 13.99	9					
12.00 – 12.99	8					
11.00 – 11.99	7					
10.00 – 10.99	6					
	Performance Average Range 14.00 + 13.00 - 13.99 12.00 - 12.99 11.00 - 11.99	Performance Assessments Average Range Points 14.00 + 10 13.00 - 13.99 9 12.00 - 12.99 8 11.00 - 11.99 7				

Business Logic	Calculations include information from the MoCA, GPA, Missouri School Leader Evaluation (MPEA performance assessment), and surveys. Points from each indicator are added to determine the total points earned for the standard.					
Indicator	First-Year Principal Surveys DESE contracts with OSEDA to gather the First-Year Principal Survey responses. Survey responses from the First-Year Principal Survey and the First-Year Principal Supervisor Survey are averaged and assigned a score by each standard. Survey items are used to generate points associated with the standard. In order to be reported, a minimum of 10 surveys must be returned, AND the participation rate must be at least 40 percent. Indicator #1 is the average of all First-Year Principal Survey responses related to Domain 1. Indicator #2 is the average of all First-Year Principal Supervisor Survey responses related to Domain 1. All responses related to Standard 1 on the surveys are totaled and divided by the number of responses received for each EPP certification program. On the supporting data pages there is a column for First-Year Principal Survey responses and a column for First-Year Principals Supervisor Survey responses. The scores for the First-Year Principal responses are added and divided by the number of surveys completed. The average score determines points received. The scores for the First-Year Principal Supervisor responses are added and divided by the number of surveys completed. The average score determines points received. The points received from First-Year Principal responses and First-Year Principal Supervisor responses are placed on the summary page.					
Definition	The Principal as the Rela	tional Leader interacts profes	sionally with students, staff,	family and community.		
Special Notes	2020 APR was suspensive.	ended, and no data collected,	due to COVID-19 impacts.			
Scoring Guide						
			Year Survey			
		Average Range	Points			
		4.0 – 5.0	5			
		3.0 – 3.9	4			
		2.0 – 2.9	3			
		0.0 – 1.9	0			

Business Logic	Calculations include information from the MoCA, GPA, Missouri School Leader Evaluation (MPEA performance assessment), and surveys. Points from each indicator are added to determine the total points earned for the standard.					
Indicator	 MoCA The indicator score is assigned based on the average of the best score earned by each certification candidate regardless of when the score was earned. Certification candidate scores are reported when the "n" size is 10 or more. Scores are based on the average of best attempt(s) per SSN per certification program. EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019. Scores are based on all available years in the APR-EPP starting with 2019. 					
Definition	The Principal as the Innovative Leader continues professional growth, actively engages in reflective practice and applies new knowledge understanding to drive appropriate change.					
Special Notes	2020 APR was suspended, and no data collected, due to COVID-19 impacts.					
Scoring Guide						
		Mo	CA			
		Average Range	Points			
		250.0 +	10			
		245.0 – 249.9	9.5			
		240.0 – 244.9	9			
		235.0 – 239.9	8.5			
		230.0 – 234.9	8			
		225.0 – 229.9	7.5			
		220.0 – 224.9	7			

Business Logic		formation from the MoCA, GP ys. Points from each indicator a		
Indicator	Certification controlEPP certification candidates for	of certification candidates is us andidate scores are reported whon programs receive points as five years starting with 2019. ed on all available years in the	nen the "n" size is 10 or more. noted below based on the avera	ge from the certification
Definition	The Principal as the Innovative Leader continues professional growth, actively engages in reflective practice and applies new knowledge understanding to drive appropriate change.			
Special Notes	2020 APR was suspended, and no data collected, due to COVID-19 impacts.			
Scoring Guide		Grade Point	Average (GPA)	
		Average Range	Points	
		3.60 +	10	
		3.40 – 3.59	9.5	
		3.20 – 3.39	9	
		3.00 – 3.19	8.5	
	1	2.75 – 2.99	8	

Business Logic			A, Missouri School Leader Evalua are added to determine the total poi	
Indicator	Certification candid MPEA for School L The average sur certification car determines point		the "n" size is 10 or more. ion is used in the calculation. on candidates are added and divides score for each EPP Certification Ande.	
Definition		ovative Leader continues profunderstanding to drive approp	essional growth, actively engages i oriate change.	n reflective practice and
Special Notes	2020 APR was susp	ended, and no data collected	, due to COVID-19 impacts.	
Scoring Guide				
			nce Assessments	<u> </u>
		Average Range	Points	
		14.00 +	10	
		13.00 - 13.99	9	
		12.00 – 12.99	8	
		11.00 – 11.99	7	
		10.00 – 10.99	6	

	Calculations include info assessment), and surveys standard.	ormation from the MoCA, GP s. Points from each indicator a		
Indicator	Survey responses from averaged and assign standard. In order to be received for each of the suppose	h OSEDA to gather the First- om the First-Year Principal Sized a score by each standard. Sized a score by each standard is the average of all First-Year Figure 1 average of all First-Year Figure 2 to Standard 1 on the such EPP certification program. Porting data pages there is a confirmation of First-Year Principals Superv	ed, AND percent. rincipal Survey responses re rincipal Supervisor Survey r veys are totaled and divided column for First-Year Princip sor Survey responses. coal responses are added and conines points received. coal Supervisor responses are everage score determines poi cipal responses and First-Yea ge.	recipal Supervisor Survey are erate points associated with the elated to Domain 1. The responses related to Domain 1. The supervisor of responses and a divided by the number of surveys added and divided by the ents received.
Definition	The Principal as the Innovative Leader continues professional growth, actively engages in reflective practice and applies new knowledge understanding to drive appropriate change.			
Special Notes	2020 APR was susp	ended, and no data collected,	due to COVID-19 impacts.	
Scoring Guide		77		
		First-	Year Survey	
		Avorago Dango	· ·	
		Average Range	Points	
		4.0 – 5.0	Points 5	
			Points	

APPENDIX

Appendix A: Certification Programs

TEACHER	
AGRICULTURAL EDUCATION 5-9	6777
AGRICULTURAL EDUCATION 9-12	6779
ART K-12	415
BIOLOGY 9-12	24279
BLIND AND LOW VISION B-12	7512
BUSINESS EDUCATION 5-9	4377
BUSINESS EDUCATION 9-12	34379
CHEMISTRY 9-12	24679
CHINESE K-12	1025
DANCE K-12	25
DEAF AND HARD OF HEARING B-12	7212
DRIVER EDUCATION 9-12	17179
EARLY CHILD SPECIAL EDUCATION B-3	911
EARLY CHILDHOOD EDUCATION B-3	2511
EARTH SCIENCE 9-12	23879
ELEMENTARY EDUCATION 1-6	4776
ENGLISH 9-12	4879
ENGLISH LANGUAGE LEARNERS K-12	9968085
FAMILY AND CONSUMER SCIENCES K-12	2525
FRENCH K-12	495
GENERAL SCIENCE 5-9	5077
GENERAL SCIENCE 9-12	25079
GERMAN K-12	515
GIFTED EDUCATION K-12	235
HEALTH K-12	535
HEBREW K-12	295
ITALIAN K-12	305
JAPANESE K-12	245
JOURNALISM 9-12	5679
LANGUAGE ARTS 5-9	1977
LATIN K-12	575
LIBRARY MEDIA SPECIALIST K-12	2055
MARKETING 9-12	479
MATH SPECIALIST 1-6	99680276
MATHEMATICS 5-9	5877
MATHEMATICS 9-12	5879
MILD/MOD CROSS CATEGORICAL K-12	1015
MUSIC - INSTRUMENTAL K-12	1555
MUSIC - VOCAL K-12	1695
PHYSICAL EDUCATION K-12	605
PHYSICS 9-12	25979
ROTC 9-12	3779
RUSSIAN K-12	625
SOCIAL SCIENCE 5-9	16677
SEVERE DEVELOPMENTAL DISABILITIES K-12	85
SOCIAL SCIENCE 9-12	16679
SPANISH K-12	635
SPECIAL READING K-12	815
SPEECH AND THEATRE 5-9	6577
SPEECH AND THEATRE 9-12	6579
TECHNOLOGY AND ENGINEERING 5-9	25477
TECHNOLOGY AND ENGINEERING 9-12	25479
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ADMINISTRATION		
CAREER EDUCATION DIRECTOR 7-12	8000819	
PRINCIPAL K-8	183	
PRINCIPAL 5-9	1877	
PRINCIPAL 7-12	189	
SCHOOL LEADER K-12	9968115	
SPECIAL EDUCATION ADMINISTRATION K-12	115	
SUPERINTENDENT K-12	205	

STUDENT SERVICES		
SCHOOL COUNSELOR 7-12	799	
SCHOOL COUNSELOR K-8	793	
SCHOOL PSYCH EXAMINER K-12	785	
SCHOOL PSYCHOLOGIST K-12	105	
SPEECH/LANGUAGE PATHOLOGIST B-12	16412	

Appendix B: Appeals Process for 2021 EPP-APR Release

An appeal is the formal procedure for requesting that DESE revisit, recalculate, rescore, or otherwise alter a specific standard and indicator. This memorandum provides guidance on the EPP-APR appeal process.

DESE annually notifies EPPs of the beginning and end dates of any data review periods in a memorandum addressed to the Dean or Unit Leader. DESE established a formal appeals form that is required to submit any standard and indicator that is being appealed for your certification candidate.

Assessment Appeals

If an EPP believes a certification candidate's certification assessment was scored incorrectly, it is necessary that the policies set by Educational Testing Service and/or Evaluation Systems group of Pearson are followed in order to have the assessment rescored. Rescores must be requested early enough that DESE receives the new results in time to be reflected in the APR. The test taker must initiate the request for the rescoring and include the cost of the rescoring.

General Appeals

EPPs have the right to appeal any numeric data included in the APR. Concerns that are unrelated to the assessment appeals procedure noted above are handled on a case-by-case basis. General appeals must be submitted on DESE's appeals form and be accompanied with documentation to support the appeal.

The timeframe for appeals is between November 15, 2021 and December 17, 2021. Approved appeals are reflected in the final APR according to the APR 2021 Calendar.

Once an EPP-APR is final, data included in that EPP-APR may not be appealed. Corrections made to prior data will not affect an EPP-APR report that has already reached the final status. These changes will be made in subsequent years that are affected by the appeal.

Appeals Form

The established formal appeals form captures the following information regarding the appeal:

- Student name
- Date of birth
- Last five digits of the Social Security Number
- Certification program
- Performance indicator
- Completer year
- Exam date if applicable
- Exam score if applicable
- Supporting documentation or additional notation attached
- Comments for the reason of the appeal
- Signed by the dean or unit leader

Notification of Appeal Status

In order to be considered, all requests for appeals must be received before the date specified in the APR 2021 Calendar. Notification of approval or denial of appeals, addressed to the dean or unit leader, will be postmarked on or before the date specified in the APR 2021 Calendar.

Appendix C: GPA Reporting Requirements by Certification Program

CONTENT GPA is the GPA for approved courses that DESE lists on file to meet the content requirements for certification. For
example, Mathematics 9-12 certification requires specific courses in mathematics. An approved program should have a list of
approved courses on file with DESE. The GPA for these content courses is what is meant by "Content Area GPA." GPA is
provided on a 4.00 scale (two decimal points).
K-12 FAMILY AND CONSUMER SCIENCES
K-12 ART
K-12 DANCE
K-12 FRENCH
K-12 CHINESE
K-12 GERMAN
K-12 HEALTH
K-12 HEBREW
K-12 ITALIAN
K-12 JAPANESE
K-12 LATIN
K-12 LIBRARY MEDIA SPECIALIST
K-12 MUSIC - INSTRUMENTAL
K-12 MUSIC - VOCAL
K-12 PHYSICAL EDUCATION
K-12 RUSSIAN
K-12 SPANISH
5-9 AGRICULTURAL EDUCATION
5-9 BUSINESS EDUCATION
5-9 GENERAL SCIENCE
5-9 LANGUAGE ARTS
5-9 MATHEMATICS
5-9 SOCIAL SCIENCE
5-9 SPEECH AND THEATRE
5-9 TECHNOLOGY AND ENGINEERING
9-12 AGRICULTURAL EDUCATION
9-12 BIOLOGY
9-12 BUSINESS EDUCATION
9-12 CHEMISTRY
9-12 EARTH SCIENCE
9-12 ENGLISH
9-12 GENERAL SCIENCE
9-12 JOURNALISM
9-12 MARKETING
9-12 MATHEMATICS
9-12 PHYSICS
9-12 SOCIAL SCIENCE
9-12 SPEECH AND THEATRE
9-12 TECHNOLOGY AND ENGINEERING

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PROGRAM GPA is the CUMULATIVE GPA for the specific program. GPA is provided on a 4.00 scale (two decimal points).
B-3 EARLY CHILDHOOD EDUCATION
B-3 EARLY CHILDHOOD SPECIAL EDUCATION
B-12 BLIND/PARTIALLY SIGHTED
B-12 DEAF AND HEARING IMPAIRED
B-12 SEVERE DEVELOPMENT DISABLE
K-12 MILD/MODERATE CROSS-CATEGORICAL SPECIAL EDUCATION
K-12 SPECIAL EDUCATION ADMINISTRATION
1-6 ELEMENTARY EDUCATION
K-8 SCHOOL COUNSELOR
7-12 SCHOOL COUNSELOR
K-8 PRINCIPAL
5-9 PRINCIPAL (CANNOT STAND ALONE)
7-12 PRINCIPAL
K-12 SCHOOL LEADER
K-12 SUPERINTENDENT
Not Applicable (N/A) GPA. Demographic information is provided on completers of the following programs.
9-12 DRIVER EDUCATION
9-12 ROTC
B-12 SPEECH/LANGUAGE PATHOLOGIST
K-12 ENGLISH LANGUAGE LEARNERS
K-12 GIFTED EDUCATION
K-12 SCHOOL PSYCHOLOGICAL EXAMINER
K-12 SCHOOL PSYCHOLOGIST
K-12 SPECIAL READING
1-6 MATH SPECIALIST

Appendix D: Required Program Actions and Options for Support

Once accreditation status is initiated, the following program actions and options for support are implemented.

Situation	Required Actions	Support Options ¹
First year earning fewer than 70	Develop a general response with a strategy	OEQ review and
percent of points possible	Response maintained on file with Office of Educator	feedback
	Quality (OEQ)	Board feedback
Second consecutive year earning fewer	Create an improvement team	DESE resources
than 70 percent of points possible	Develop an improvement plan	available
	Present to the Board for approval	Intra-institution support
	Send first status letter to students	Peer program support
Provisional Accreditation status	Program improvement team reports progress to	available
earning 70 percent or more of points	Board	National consultation
possible		
Provisional Accreditation status	 Program improvement team reports progress to 	
earning fewer than 70 percent of	Board	
points possible	 Second and final status letter to students 	

¹ **Department resources** – research and resources on curriculum, evaluation, professional learning, etc.; **Intra-institution support** – assistance offered by programs within the same institution; **Peer program support** – feedback, support, resources, etc. provided by like programs (i.e. elementary education, middle school math, etc.) from other institutions; **National consultation** – use of available research laboratory materials and trainings. A sequence of determinations and supports is initiated when an educator preparation program receives an accreditation designation.